

2019

Thrive: Success Strategies for the Modern-Day Faculty Member

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THRIVE

Success strategies for the
modern-day faculty member

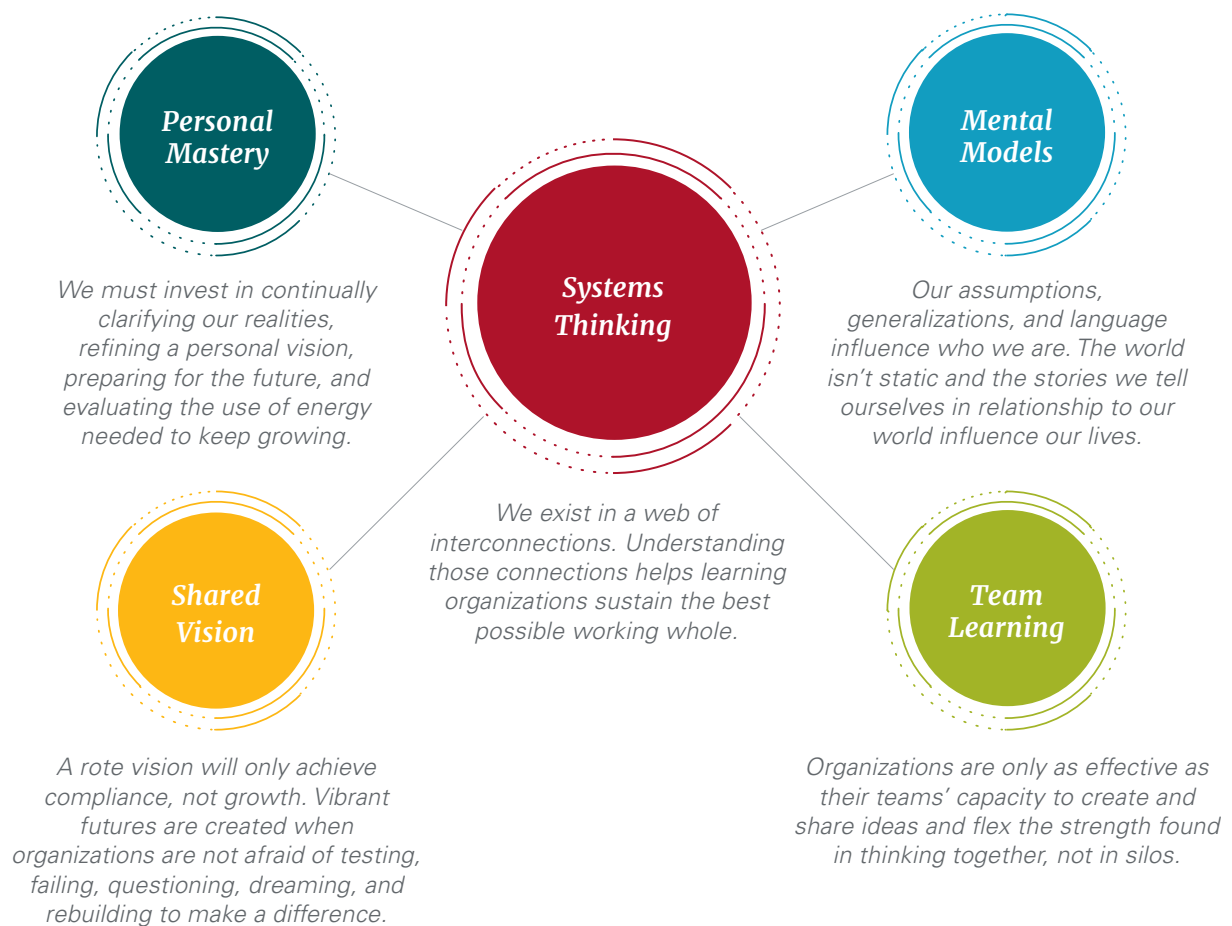
A CULTURE OF — A CULTURE OF INNOVATION — LEARNING

LEARNING ORGANIZATION

['lərnɪŋ ˌɒrgənə'zɪʃ(ə)n]

A learning organization is an organization that facilitates and encourages the learning of its members, and as a consequence, develops a capacity to innovate and grow in a sustainable manner.

» A Learning Organization Has 5 Key Elements



Senge, P. M. (2014). The fifth discipline fieldbook: Strategies and tools for building a learning organization. Crown Business.



Need More Information?

Additional Digital Resources

Visit iLearn.unmc.edu for more articles on a wide variety of education-related topics.

Print Learning Materials

Single pages or this entire Thrive collection of articles are available to you for anytime, anywhere learning in the print format. Email UNMC Printing Services at print4u@unmc.edu for pricing and printing options.



On this new frontier, in 2020, we'll have to become highly skilled at asking different kinds of audacious questions, not just the careful paths of scholarly inquiry.

2020: Thinking 20x not 20%

UNMC has enjoyed significant success in the past 20 years. We have been on the leading edge of care and treatment for some of society's toughest health challenges, such as opioids, mental health, cancer, AIDS, Ebola, and more. With every problem we've tackled, every success achieved, we face an equal risk of complacency.

The same is true for learning. Walking our halls are the gifted, the accomplished, the educated, the successful—we've hired those who are at the top of their game, the best of the best.

But, even with all the letters and titles behind our names, our learning isn't over—if anything, it is even more demanding.

As teachers, care providers, and consumers, we intimately feel the growing pains from our era of the "knowledge" explosion. Not only are we expected to keep up with and use the newest information, we must also pass this expanding knowledge on to students.

Technology offers us some solutions for greater speed and acuity, but we are still uncovering how technology can be harnessed to amplify the great work of humans. On this new frontier, in 2020, we'll have to become highly skilled at asking different kinds of audacious questions, not just the careful paths of scholarly inquiry.

Care, clinics, papers, meetings, teaching, and relationships all compete for our attention, making it tempting to push learning to

tomorrow. This seemingly inconsequential habit, however, can have long-term ramifications.

So, how do we disrupt ourselves? How do we make sure our learning keeps pace with the world around us? How can we use a strategy to grow our careers? Should we buy a robot? Are we becoming robots?

It was in the frame of these organizational and professional challenges that we created THRIVE, a collection of easy to digest articles aimed at helping you think differently about your academic practices and start interesting conversations with peers. The THRIVE collection offers over 50 ideas—one a week for an entire year—to give your learning a boost.

Within these pages, you'll see that the THRIVE collection represents the work of many of your colleagues, people hoping you give yourself more than permission to learn, but that you commit to it! Discuss a page during a traditional staff meeting. Share a virtual peer-mentoring meeting on any topic of interest. Or, schedule a deeper dive with an expert.

In all that you do, whatever you do, amplify a 20x better 2020.

DR. LINDA M. LOVE

Director of Faculty Development



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How to Use this Book

The THRIVE collection is intended to help faculty thrive in their roles as educators, scholars, researchers, and clinicians. Each section contains a variety of thought-provoking topics that are designed to be easily digested, guide personal reflection, and put into action.

Please use the THRIVE collection to help:

- » Individuals study topics on their own, whenever and wherever they want
- » Peer-mentoring or other learning communities study topics in small groups
- » Leaders and planners strategically insert faculty development into existing meetings
- » Faculty identify campus experts for additional learning, grand rounds, etc.

If you have questions or want additional information on a topic, simply **contact the article author** or email facdev@unmc.edu.

» Look for these icons:



indicates membership in the Interprofessional Academy of Educators



indicates where additional content can be found online

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Given the ubiquity of technology in health care today (and where it will be in the future), it is incumbent on us to educate our students and faculty to use technology and other advances effectively—not as an end to itself, but as a tool to solve problems and expand their own capacity to deliver care.

Dr. Dele Davies

Senior Vice Chancellor for Academic Affairs

TEACHING

in the 21st century

**In a world of
interprofessional connectivity
and advancing technology,
health science education
is poised for disruption.**

**To train providers who are
resilient through scientific,
technological, and social
changes, faculty must
move beyond the standard
lecture-based classroom and
teach unique human abilities
that allow students to have
a symbiotic relationship
with machines.**

WILL ROBOTS REPLACE TEACHERS?

The medical landscape is constantly changing, and the marketplaces for health care artificial intelligence tools are expected to top **\$34 billion by 2025**.

In a time when knowledge is ubiquitous, largely free, and can be found at one's fingertips, it is vital to consider the role of higher education, and in particular, the role of "teachers."

More than ever, **universities must prepare for how they can best serve the needs of today's society**, not those for whom the education system was first designed. Four major shifts affect the health care workforce of the future:

- 1 The **locations** for care and education will be increasingly **unbounded**, and patient data will be significantly changed by technology that moves with and inside of patients.
- 2 **Coordination** of communication between patients and teams of providers will redefine the traditional physician-patient relationship.
- 3 Health care professionals will practice in an environment that embraces **machine-derived data** and AI.
- 4 The **art of healing** and the use of technology and machines will need to be carefully **navigated** as AI increasingly demonstrates its capacity to assist or outperform humans.

Ask yourself these questions when designing learning experiences:

- » How can you re-tool your own skills to support education anywhere, anytime?
- » How can you develop learner experiences that incorporate the 4 V's of big data?

VOLUME: the quantity of data

VARIETY: the many sources and validity of data

VERACITY: assuring the quality of data

VELOCITY: the use and speed of data

- » How can you design and assure experiential learning that develops compassionate and skilled human connectors and communicators?

Additional Resources

Li, D., Kulasegaram, K., & Hodges, B.D. (2019). Why we needn't fear the machines: Opportunities for medicine in a machine learning world. *Academic Medicine*, 94(5), 623-625.

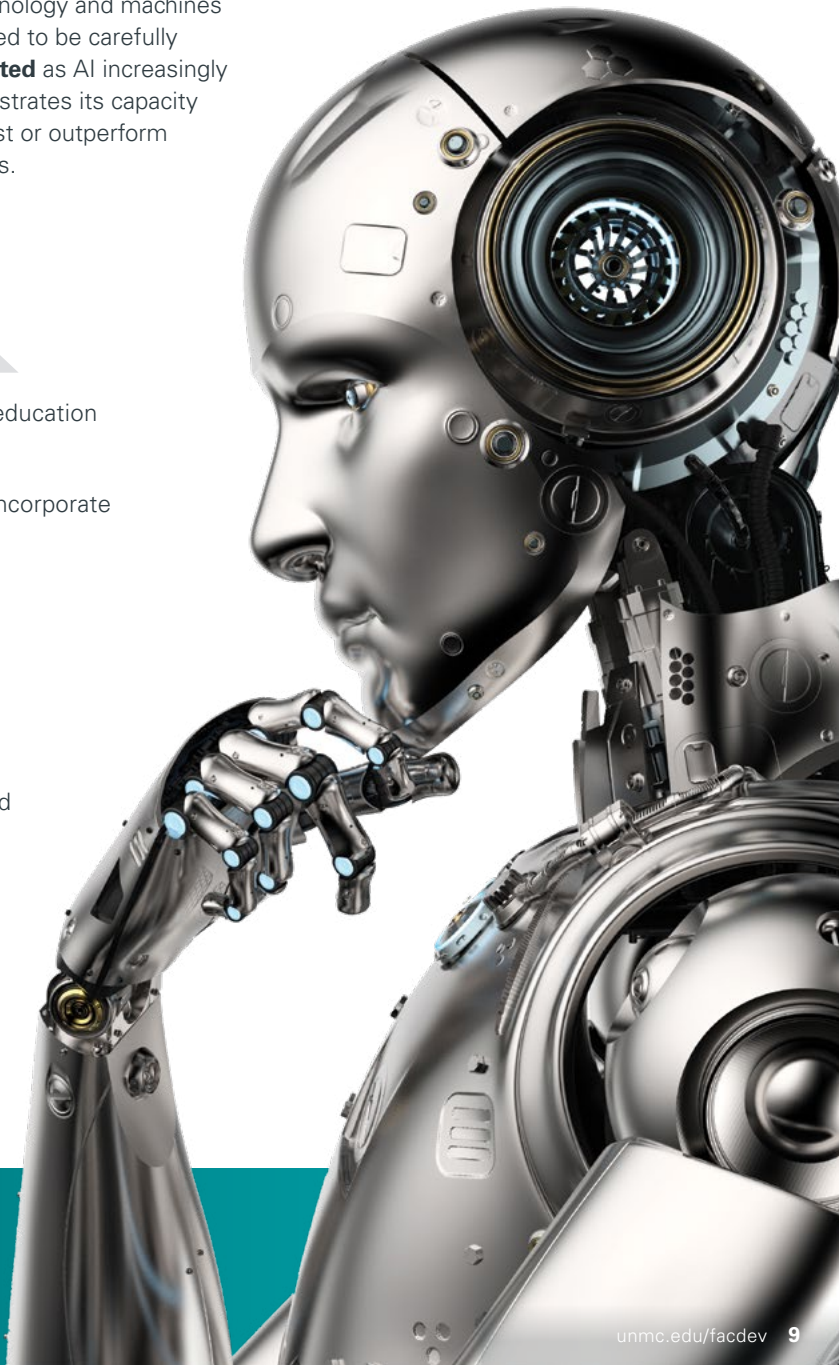
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Bresnick, J. (2018, August 30). Healthcare Artificial Intelligence Market to Top \$34B by 2025.

Wartman, S.A., & Combs, C.D. (2018). Medical education must move from the information age to the age of artificial intelligence. *Academic Medicine*, 93(8), 1107-1109.



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ADDRESSING THE CRITICAL THINKING TEACHING GAP

According to the Foundation for Critical Thinking, **89% of faculty agree teaching critical thinking is a primary objective.**

In the health sciences, critical thinking is associated with strong diagnostic and problem-solving skills, as well as being an effective, persevering, flexible, inquisitive, and confident practitioner.

However, **77% of faculty were unsure how to foster critical thinking skills** while covering necessary course content, and only **9% were able to incorporate critical thinking** consistently and effectively in their courses.

The problem is, while academic institutions are fully aware of the need for critical thinking development, educators are often unfamiliar with the instructional activities best suited to facilitate critical thinking.

When it comes down to it, the **content students are taught in the classroom is useless to them without the proper critical thinking framework to put it into practice.**

Interpretation

Seeking information and discriminating between one state of being and another

Analysis & Evaluation

Questioning to accurately judge clarity, precision, relevance, depth, breadth, logic, significance, and fairness

Critical thinking is a systematic process of cognitive behaviors

Inference

Transforming knowledge from one setting to another to arrive at conclusions and solutions

Explanation

Predicting outcomes and applying standards, including guidelines and best practices

Self-regulation

Efficacy to apply logical reasoning in a stepwise process



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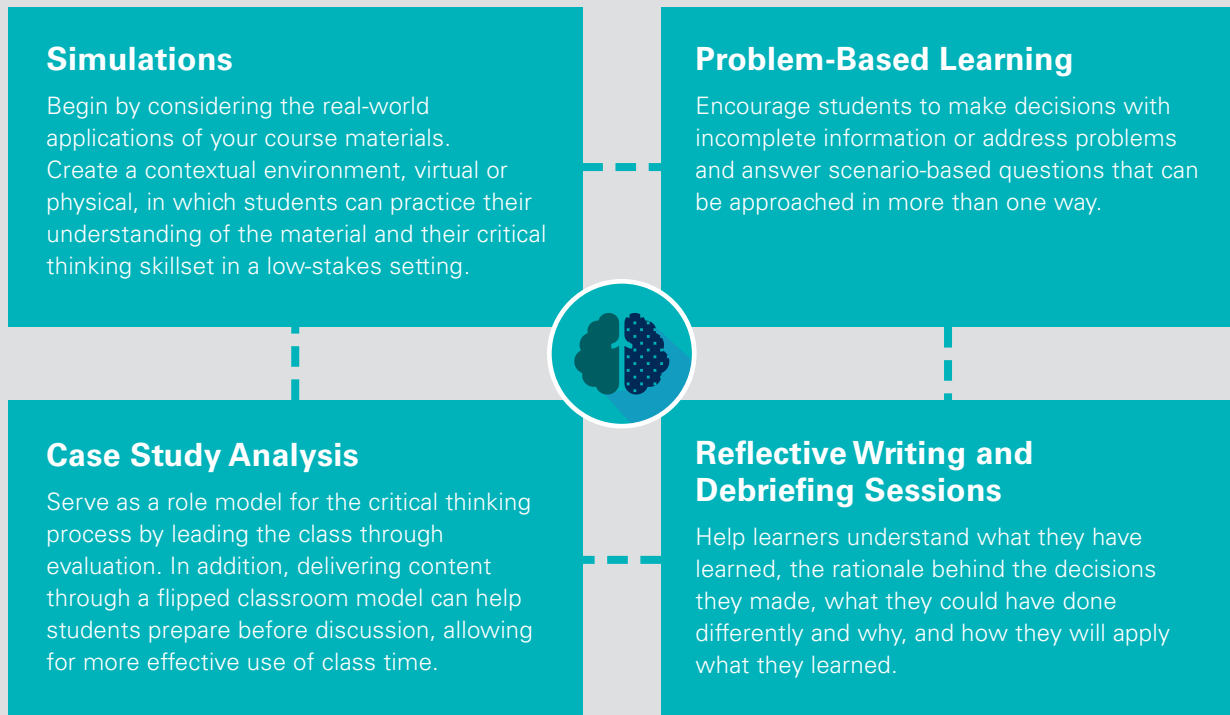


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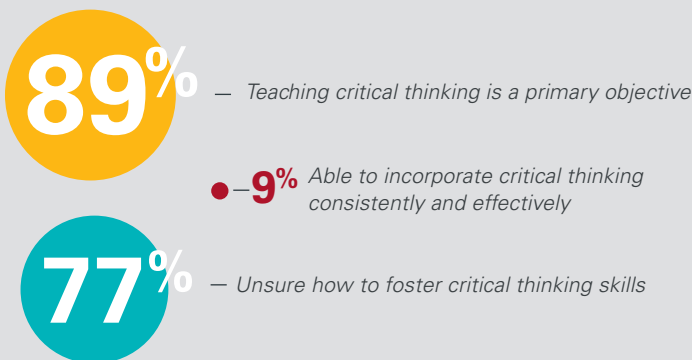
Unique to your subject matter, there are an infinite number of ways to creatively incorporate core critical thinking skills into your course.

Teaching critical thinking requires an active-learning, student-focused approach. The goal is to **design activities that help students think through the lessons themselves**, transforming their acquired knowledge into effective practices.

» Teaching Strategies to Promote Critical Thinking



» Faculty Beliefs Regarding Critical Thinking



Additional Resources

Facione, P.A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction—The Delphi report*. Millbrae, CA: California Academic Press.

Rubinfeld, M.G., & Scheffer, B.K. (2015). *Critical thinking tactics for nurses: Achieving the IOM competencies*. (3rd Ed.) Burlington, MA: Jones and Bartlett Learning.

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» **Bloom's Taxonomy** (revised) is a useful tool for developing activities and assessments that meet these higher-level requirements.

5 STEPS FOR WRITING

Multiple-Choice Questions

STEP 1

Focus on one concept per item

Concepts should be based on the learning objectives for the course. Construct items that present a clear problem with one solution or next best step.

STEP 2

Construct the stem

Compose a concise, clear question that asks examinees to apply knowledge to a novel scenario. It should match the expectations or outcomes for students in the course.

- » **Remember & Understand:** define, identify, locate, name
- » **Apply & Analyze:** categorize, classify, interpret, predict, solve
- » **Evaluate & Create:** appraise, prioritize, arrange

STEP 3

Avoid common errors

A few examples are:

- » Using all of the above and none of the above options
- » Including negative phrasing such as "which of the following is not ..." or "all of the following, except"
- » Using jargon and abbreviations unfamiliar to examinees

STEP 4

Construct the correct answer

Accompany it with:

- » 1 close-to-correct option
- » 1 – 3 more plausible distractors that are mutually exclusive

Options should be homogeneous in structure, length, and form. One option should not cue another as being correct or incorrect.

STEP 5

Examine responses using the software's psychometric data

After the exam is administered, it's important to examine how students responded, then use the data to revise and refine future exams.

- » **Difficulty Index:** percentage of students who answered the item correctly
- » **Discrimination Index:** measurement that indicates how well an item differentiates between high- and low-scoring students (higher index indicates students with a higher score are more likely to answer correctly than a student with a lower score)
- » **Distractor Analysis:** tells you how many examinees chose each option

Additional Resource

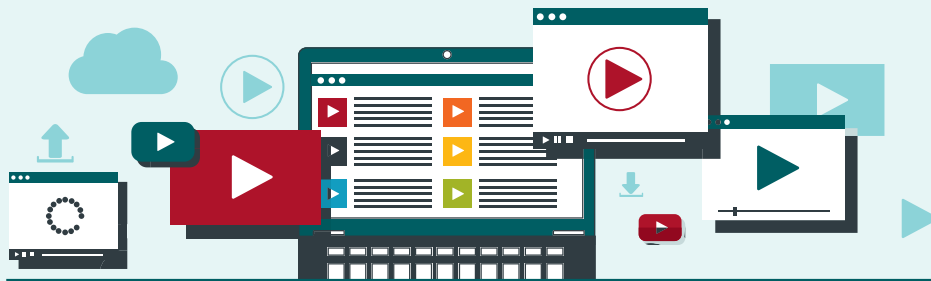
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CREATING MICRO-LECTURES for MACRO IMPACT

Micro-lectures are audio or video recordings on a tightly defined topic, no more than 1–2 minutes long.

The popularity of micro-lectures continues to rise—particularly among millennial students—due in part to its ease of use and ability to encourage and sustain learner motivation.

Micro-lectures can be used before class to introduce a topic and its relevance, during class for psychomotor skill instruction, after class to reinforce learning, or for just-in-time training in the field.

TIP

For advice on recording, editing, and publishing your micro-lecture, contact your IT department.

Additional Resources

Keller, J. M. (1987). Development and use of the ARCS model of instructional design. *Journal of Instructional Development*, 10(3), 2-10.

Kozikoglu, I. (2019). Analysis of the studies concerning flipped learning model: A comparative meta-synthesis study. *International Journal of Instruction*, 12(1), 851–868. Retrieved from <http://search.ebscohost.com.library1.unmc.edu:2048/login.aspx?direct=true&db=eric&AN=EJ1201225&login.asp&site=ehost-live&scope=site>

How to create your first micro-lecture

1 PLAN

- » Select a topic.
- » Decide when it should be viewed.
- » Define the purpose.
- » Gather equipment and images.

2 WRITE

- » The average person speaks 125-150 words per minute, so make sure your script is no longer than 300 words.
- » Apply the ARCS model of motivation:
 - » **Attention** – use humor, conflict, or real-world examples
 - » **Relevance** – link to a previous experience and explain how it will help with a current issue or be useful in future practice
 - » **Confidence** – provide learners with objectives and choices
 - » **Satisfaction** – plan for immediate application of material and consider using praise or incentives for completion

3 RECORD

- » Be aware of your surroundings (visual and audio) and remove distractions.
- » Use a university-supported software (UNMC's is Echo360 Universal Capture).
- » To reduce ambient noise, consider using a headset or a recording booth when creating the audio.

4 EDIT

- » Use video editing software (like Echo360) to create section headers, transition effects, and labels, as well as remove interruptions or errors.
- » Add royalty free music and content.
- » When creating a micro-lecture series, use your first video as a template.

5 PUBLISH

- » Save the micro-lecture to your personal library.
- » A link can be generated or an .mp4 downloaded to share with your learners.



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UNMC College of Allied Health Professions

LEARNING OBJECTIVES



KNOWING or REMEMBERING	COMPREHENDING or UNDERSTANDING	APPLYING	ANALYZING	SYNTHESIZING or EVALUATING	CREATING
Cite Define Draw Enumerate Find Label List Locate Match Memorize Name Recall Recite Record Recognize Select State Tabulate	Arrange Associate Classify Convert Describe Discuss Explain Exemplify Identify Interpret Locate Match Paraphrase Report Research Sort Summarize Translate	Adapt Apply Compute Coordinate Demonstrate Develop Dramatize Employ Establish Examine Extrapolate Illustrate Implement Instruct Interview Manipulate Modify Operate Order Practice Predict Prepare Produce Utilize	Analyze Appraise Detail Determine Calculate Categorize Classify Compare Contrast Correlate Critique Defend Detect Dissect Distinguish Examine Inspect Inventory Research Solve Summarize Test	Assess Assemble Build Choose Compare Construct Debate Estimate Formulate Generate Hypothesize Integrate Judge Justify Manage Organize Predict Prescribe Prepare Prioritize Produce Propose Recommend Structure Synthesize	Adapt Anticipate Collaborate Combine Communicate Compose Construct Create Design Facilitate Forecast Generate Initiate Model Negotiate Organize Perform Plan Produce Propose Reconcile Revise Resolve Structure Substitute
Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies
Lecture Video Illustrations Examples Visuals	Questions Discussion Review Test Reports Exercises	Practice Demonstrations Presentations Projects Role play Micro-teach	Problem solving Case studies Critical incidents Discussion Questioning Test	Projects Problem solving Case studies Plan development Constructing Simulation	Simulations Critiques Complex case study Design/ development Product generation Producing

Lower order thinking

Higher order thinking

WRITE LEARNING OBJECTIVES LIKE A PRO

STEP 1

Identify the audience

Whom is the learning activity intended for? Objectives focus on the learner and learning outcomes, not what the instructor will do.

STEP 2

Determine the behavior

Decide the action or behavior the learner will exhibit. This should be specific, observable, and measurable. Refer to (revised) Bloom's Taxonomy for examples.

STEP 3

Explain the condition

This describes the boundaries or relevant factors that will be placed on the learner (example: after completing this module; without using a calculator).

STEP 4

Decide the standard

The objective standard describes what level of achievement indicates acceptable performance. This may be related to speed, accuracy, or precision.

Learning objectives usually follow the FORMAT:

"<insert condition>, learners will be able to <insert verb> + <insert knowledge, skill, or attitude that should be demonstrated>."

Example:

Using a human skeleton model, learners will be able to **construct** the spinal nerve system.

Tips to Remember

- » **Avoid vague or broad verbs** that cannot be quantified. Instead, use action verbs that are measurable and observable
- » **Use one action** per learning objective. Using multiple actions makes it difficult to judge if the student has mastered the objective.
- » **Align learning objectives** with assessment methods (*ex: if your objective is design, assess with a simulation and not a multiple-choice quiz*).

Additional Resources

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BAD VERBS

Be familiar with
Grasp significance of
Grow
Improve
Increase
Know
Learn
Understand



GOOD VERBS

Adapt
Compare
Construct
Define
Explain
Identify
Organize
Prioritize



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Quick-Start Guide to CREATING A GOOD PODCAST

Podcasting has rapidly established its value in the health professions educational realm. Unfortunately, the literature does not provide much guidance in how to proceed with developing audio-only products to fill educational gaps. Here are a few tips to follow when planning your podcast:

1 Identify the educational gap your podcast will fill—is audio-only media the best choice?

2 Follow best-practice policies—contact UNMC Public Relations or Academic Technologies for help with platforms, branding, equipment, and publishing.

3 Design the learning experience—consider graphics, intro and outro sound, and production frequency.

4 Consider your audio-only presence—connect with the learner by filling audio space with spoken imagery, voice inflection, and momentum.

5 Use the art of storytelling and entertainment-education to foster adult learning—consider more than one voice or opinion to increase interest.

6 Fill in the audio space and keep the sound moving—stick to a storyboarded template for maximum convenience.

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7 Create publicity strategies and incorporate success metrics—track usage data for RCQI (rapid cycle quality improvement).



Over 50% of the US population has listened to a podcast—up from 44% in 2018. (*Infinite Dial Study, 2019*)

Podcast Benefits

Instead of requiring individuals to sit in one spot to learn, podcasts are portable and can be combined with routine activities (like driving or exercising), making it easy to fit into a learner's schedule.

Because podcasts are strictly audio only, they create mental images and shared experiences, often through stories. This learning technique links complex facts to imagery and emotions, resulting in higher retention and recall.

Podcasts can increase your visibility and influence in your profession, and allow you to reach a wider audience.

Additional Resources

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Check yourself: KEY ISSUES IN TEACHING AND LEARNING

EDUCAUSE Learning Initiative has assembled the most current teaching and learning issues of our time.

How ready are you?

1 Faculty Development and Engagement

How do you keep your skills in teaching learners, trainees, and patients sharp?

2 Online and Blended Learning

What steps are you taking to construct course models to serve on-campus and anytime, anywhere learning alike?

3 Digital and Information Literacy

How can you help nurture student competencies in finding, evaluating, and creating digital information? What do you need to boost your own digital literacy to be highly successful in your role?

4 Accessibility and Universal Design for Learning

How can you implement effective practices and course designs that are accessible by everyone?

5 Competency and New Methods of Learning Assessment

What are your ideas on how to record and capture the entirety of learner accomplishments? Is a check box or exam enough?

6 Learning Analytics

What dashboard of information would help students and trainees examine performance or competence to help them nimbly make improvements?

7 Open Education

What support do you need to assemble open sources of learning?

8 Evaluating Instructional and Learning Innovations

What tools and methods do you use to gather and analyze evidence of learning effectiveness? Have you tried a peer review or coaching process?

9 Academic Transformation

How can you lead the strategic transformation of the campus teaching and learning mission?

10 Adaptive Teaching and Learning

What steps are you taking to personalize learning?



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UNMC Information Technology Services

Additional Resource

Key Issues in Teaching and Learning. (2019). EDUCAUSE Learning Initiative. Retrieved from <https://www.educause.edu/eli/initiatives/key-issues-in-teaching-and-learning>

Introducing MULTISENSORY LEARNING into your course with iEXCEL's iWall

Interactive touch walls (such as the UNMC iEXCEL MultiTaction iWalls) are emerging as an ultimate touch technology that may help facilitate a complete multisensory and collaborative solution for digital learners. Through the use of the iWall, students are engaged using visual, auditory, and tactile strategies that utilize current practice, up-to-date resources, and real-world examples.

Similar to how an individual interacts with an iPad—although, on a much, much larger scale—iWalls can provide an interactive learning experience students will enjoy.

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TIP All UNMC iWalls are connected, meaning multiple campuses enjoy the same experience concurrently. Email iexcel@unmc.edu to learn about the iWall on your campus.

Decide the logistics

Consider the time frame for the activity, number of students, flow of students (will this be part of other activities?), and locations of students (one campus vs. multiple). Also, while each panel can accommodate multiple students, be aware of overcrowding.

TIP Make sure to have a plan for students who may be observing from a location without the iWall—Zoom or Padlet can be a good option for them.

» Make sure your activity has a purpose

Creating an iWall activity is similar to the creation of any activity in the classroom. Follow the same guidelines of creating the learning objectives and determining assessment methods.

Meet the team

This includes collaborators on other campuses, as well as iEXCEL experts. When meeting with iEXCEL, send the materials ahead of time to see how they look on the iWall.

Implement the activity

There are three parts to every iWall activity:

- 1 Pre-activity:** Provide objectives and outcomes to the students. Assign pre-test or any pre-activity readings. Student practice time on the iWall can also be helpful.
- 2 During the activity:** Let students be creative. Encourage the use of images, videos, and evidenced-based resources. Use your expertise to guide the learning.
- 3 Post-activity:** Share screenshots of the iWall, video links, and images via Canvas. Perform post-tests, student evaluations, and faculty evaluations.

TIP

Practice your activities prior to the live experience to identify and resolve any potential glitches.

Additional Resources

Therrell, J. A., & Dunneback, S. K. (2015). Millennial perspectives and priorities. *Journal of the Scholarship of Teaching and Learning*, 15(5), 49-63.
Schmid, C., Buchel, C., & Rose, M. (2011). The neural basis of visual dominance in the context of audio-visual object processing. *NeuroImage*, 55, 304-311.
Eppich, W., & Cheng, A. (2015). Promoting excellence and reflective learning in simulation (PEARLS): Development and rationale for a blended approach to health care simulation debriefing. *Simulation in Healthcare*, 10(2), 106-115. <http://dx.doi.org/10.1097/SIH.0000000000000072>

INTERACTIVE TOUCH WALLS IN ACTION

How UNMC College of Dentistry used the iEXCEL iWall to improve the training experience

THE PROBLEM: CAD/CAM is difficult to master in the typical classroom format

CAD/CAM (computer-aided design and computer-aided manufacturing) systems are used to improve the design and creation of dental restorations. A common barrier to using the CAD/CAM system is training, as the techniques can be time consuming to master.

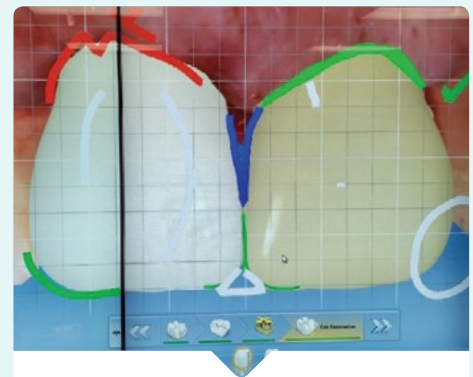
The traditional way of learning the software is an individual student sitting at a CAD workstation and trying to follow what is being demonstrated by an instructor. This allows for plenty of trial and error and can easily lead to frustration.

THE SOLUTION: Connecting the CAD/CAM workstation to the iWall

With the system appearing on the iWall, every student can easily see what is being done, regardless of their seating position. Additionally, mimicking the user interface of the CAD workstation allows for direct student engagement.

The wireless mouse controller can be moved from student to student. While restorations are being designed, students at adjacent stations are able to draw on their Pod screens, which is visible on the iWall. Not only does this allow for whole class engagement, it lets the instructor use the iWall as a visual learning tool and actively notate on the designs to highlight key learning objectives.

By turning a design software exercise into a whole-class interactive process, we are able to share each iteration across multiple learners and reduce overall working time.



» With the iWall's large, interactive screen, an instructor is able to highlight difficult-to-explain features, such as gingival zenith and heights of contour, on an interactive 3-dimensional model. Students' designs are also shown on the screen in real time, offering whole class engagement that's not available with an iPad.

» Interested in using the iWall for your course?

Ask yourself these questions:

What learning content would be richer when viewed on a large screen?

What series of questioning could be modeled to guide student learning?

What images could be used to illustrate these concepts?



Visit unmc.edu/iexcel for more information

GREGORY BENNETT, DMD
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What is AUTHENTIC LEARNING?

Problems that are ill-defined

Authentic activities are relatively undefined and open to multiple interpretations, requiring students to identify for themselves the tasks and subtasks needed to complete the major task.

Multiple sources and perspectives

Authentic activities provide the opportunity for students to examine tasks from a variety of theoretical and practical perspectives, using a variety of resources, and requires students to distinguish relevant from irrelevant information.

Sustained investigation

Authentic activities comprise complex tasks to be investigated by students over a sustained period of time, requiring significant investment of time and intellectual resources.

Multiple interpretations and outcomes

Rather than yielding a single correct answer obtained by the application of rules and procedures, authentic activities allow for diverse interpretations and competing solutions.

Reflection (metacognition)

Authentic activities enable learners to make choices and reflect on their learning, both individually and as a team or community.

EXAMPLES OF AUTHENTIC LEARNING ACTIVITIES

Interviews
Multi-media reports/projects
Peer editing/review
Data analysis
Infographics
Debates
Ask the "expert"
Simulations
Case studies
Podcasts/blogs
Article critiques
Concept mapping
Presentations
Scenarios
Inquiry based learning
Journaling/reflection
Wikis
Group problem solving
Lab/field work
Problem based learning (PBL)

Interdisciplinary perspective

Authentic activities have consequences that extend beyond a particular discipline, encouraging students to adopt diverse roles and think in interdisciplinary terms.

Integrated assessment

Assessment is not merely summative in authentic activities but is woven seamlessly into the major task in a manner that reflects real-world evaluation processes.

Polished products

Conclusions are not merely exercises or substeps in preparation for something else. Authentic activities culminate in the creation of a whole product, valuable in its own right.

Real-world relevance

Authentic activities match the real-world tasks of professionals in practice.

Collaboration

Success is not achievable by an individual learner working alone. Authentic activities make collaboration integral to the task, both within the course and in the real world.



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Lombardi, M.M. (2007). Authentic learning for the 21st century: An overview. EDUCAUSE learning initiative, 1(2007), 1-12.

LEARNING ENVIRONMENTS

that cultivate success

EDUCATIONAL ESCAPE ROOMS

... if you dare!

The concept of an escape room as a learning tool for health professionals is **relatively new**, but gaining in popularity. Some of these escape rooms incorporate more traditional puzzle solving (ciphers, codes, etc.) with clinical knowledge and problem solving from the course. Other escape rooms have been implemented to test skills and abilities, and do not incorporate traditional puzzle solving.

Escape rooms provide an innovative, interactive way to assess a learner's abilities and knowledge. It engages faculty to use their creativity and think outside of the box for ways their learners may engage and master content.



Research on escape rooms in nursing, pharmacy, medical education, and interprofessional education has revealed positive results from student perceptions and teamwork abilities.



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UNMC College of Pharmacy



Step-by-Step Guide to Create Your Own Escape Room

Escape rooms are best created in teams to help visualize the puzzles and brainstorm ideas.

STEP 1

Write the overall educational objectives of the escape room and determine the location for your room.

STEP 2

Create your overall theme or case scenario, including the end goal of the case.

STEP 3

Determine how many puzzles will be used in the escape room including: which topics and skills will be required, objective for the puzzle, structure of the puzzle, how it will transition to the next puzzle, and supplies needed.

STEP 4

Divide your students into teams depending on how many you believe will be needed for each room.

STEP 5

Create excitement about the escape room! Use signs, talk about it in class, and have small clues or puzzles during class sessions leading up to the game.

STEP 6

Celebrate victory ... or failure with fun photos and signs!

STEP 7

Debrief with students afterward for feedback and have them complete evaluations.

Additional Resources

Friedrich, C., Teaford, H., Taubenheim, A., et al. Escaping the professional silo: An escape room implemented in an Interprofessional education curriculum. *Journal of Interprofessional Care*. doi: 10.1080/13561820.2018.1538941

Zhang, X.C., Diemer, G., Lee, H., et al. (2019) Finding the QR to patient safety: Applying gamification to incorporate patient safety priorities through a simulated escape room experience. *Cureus*, 11(2), e4014.

Eukel, H.N., Frenzel, J.E., & Cernusca, D. (2017). Educational gaming for pharmacy students: Design and evaluation of a diabetes-themed escape room. *Am J Pharm Educ*. 81(7), 62-65.

MAXIMIZING *(the blend of)* VIRTUAL AND LIVE LEARNING ENVIRONMENTS

The influence of technology in our society has rapidly made its way into education. No longer is the only or best option for learning in the lecture hall. Faculty agility in navigating new modes of education is important to support both a successful career and the future of any organization.

QUESTIONS TO ASK

As You Navigate a Blended Learning Environment



You probably didn't set out to be an online teacher. In fact, **91% of academics prefer to teach in person.**

However, with 1/3 of college students taking at least one online course, it is **likely you will need to teach in the virtual environment** sometime in your career.



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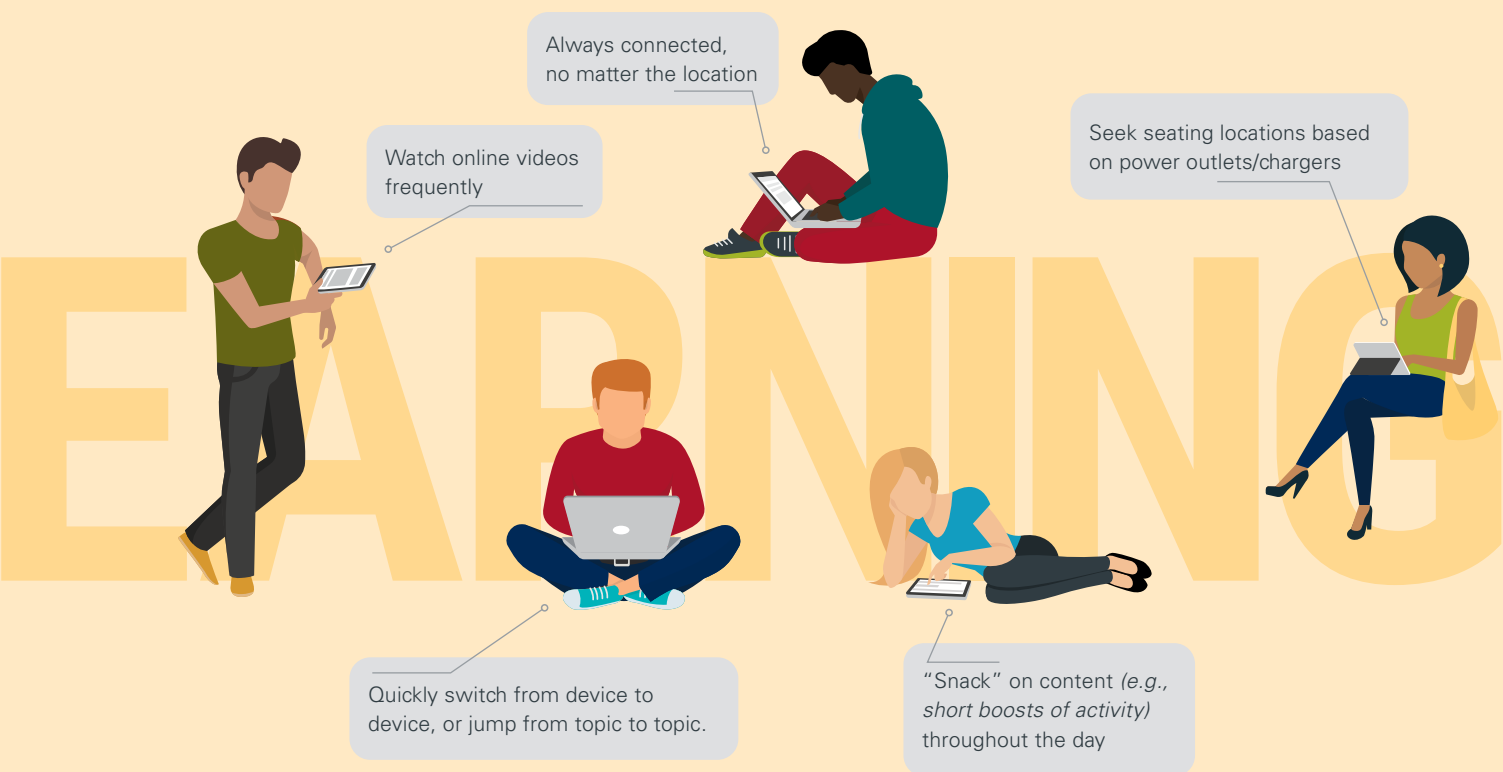
THE RISE OF **M-LEARNERS** (mobile learners)

Technology is reshaping our lives. We stream entertainment and television on demand, no longer waiting for a new season or the next show. We order groceries, prescriptions—almost anything—online and can schedule repeat orders with a click of a button. Phones place a camera, video capture, and recording system in the hands of everyone (not to mention, an alarm clock, pedometer, calories calculator, and more).

Learners who have grown up with this technology at their fingertips have a different outlook on the learning environment than prior generations. **Before you can teach to this new age of learner, you must first understand them.**

Habits of M-Learners

M-learners are used to getting information instantly via their mobile devices—and they quickly lose interest if it doesn't appear within 10 seconds. They are practiced task-switchers, not multitaskers, and quickly jump between activities (such as learning and personal communication); however, this may affect performance. They are also comfortable starting something on one device and transitioning to another to finish it, making decisions about device use based on convenience, mobility, screen or keyboard size, and viewing needs.



Because m-learners are so connected to technology, they can be easily distracted by it.

Faculty must discover **new ways to keep students engaged** throughout the learning experience. Further educational research is needed on digital learner behaviors, distracted learning, and effective m-learning.

86^x

Users ages 18-24
(your students!)
look at their phones
86 times a day ...
that's a lot of distractions.

Additional Resources

US Edition, Deloitte Global Mobile Consumer Study, 2017

Pomerantz, J., & Brooks, D. C. (2017) ECAR study of faculty and information technology, 2017. Research report. Louisville, CO: ECAR

Bellur, S., Nowak, K.L., & Hull, K.S. (2015). Make it our time: In class multitaskers have lower academic performance. *Computers in Human Behavior*, 53:63-70.

Gutierrez, K. (2014). Mobile usage habits of today's corporate learner. SHIFT eLearning. Retrieved from <https://www.shiftelearning.com/blog/bid/346755/Mobile-Usage-Habits-of-Today-s-Corporate-Learner>

Ginder, S.A., Kelly-Reid, J.E., & Mann, F.B. (2018). Enrollment and Employees in Postsecondary Institutions, Fall 2017; and Financial Statistics and Academic Libraries, Fiscal Year 2017: First Look (Provisional Data) (NCES 2019- 021rev). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch>.

Take **A.C.T.I.O.N.** AGAINST MICROAGGRESSIONS

Microaggressions are verbal or behavioral instances of relatively subtle indignities, slights, or insults that contribute to a hostile, derogatory, or negative environment. Because microaggressions can be unintentional and indirect, they can seem inconsequential in the moment. However, microaggressions become a cumulative burden over time, creating a tense culture and impacting the recipient's well-being.

Raising our own awareness is key to preventing microaggressions and fostering a safe, inclusive environment for all. Beyond that, we can be ready allies and stop microaggressions when they occur.

A

Ask

Ask clarifying questions to assist with understanding the microaggressor's intentions.

"I want to make sure I understand what you were saying. Were you saying...?"

C

Come from curiosity, not judgment.

Listen actively and openly to their response. Be aware that there are things you might not know about the person or situation that may be influencing what is said.

T

Tell others

Tell others what you observed as problematic in a factual manner.

"I noticed that..."

I

Impact consideration

Ask for or state the potential impact of such a statement or action on others.

"What do you believe people think when they hear that type of comment?"

O

Own your response

Own your own thoughts and feelings around the impact by using first-person language.

"When I hear your comment, I think/feel..."

N

Next steps

Request appropriate action be taken and check in with the target of the microaggression.

"I'd appreciate it if you'd stop making these types of negative comments, because..."



**Have you encountered these microaggressions?
You're not alone!**

"You're too young to be a doctor."

"Where are you really from?"

"You'd be prettier if you smiled."

"You're lucky minorities get into medical school easier."

*"Nurse, can you call my doctor?"
(said to female doctor)*



Visit **iLearn.unmc.edu**
for more information

Additional Resources

Souza, T. J. (2018). Responding to Microaggressions in the Classroom: Taking A.C.T.I.O.N. *Faculty Focus Premium*, Madison, WI: Magna Publication

Ganote, C.M., Cheung, F., & Souza, T. J. (2015). Don't Remain Silent! Strategies for Supporting Yourself and Your Colleagues via Microresistance and Ally Development. POD Diversity Council White Paper

Cheung, F., Ganote, C.M., & Souza, T.J. (2016). Microaggressions and microresistance: Supporting and empowering students. *Faculty Focus Special Report: Diversity and Inclusion in the College Classroom*. Magna Publication.

PAINLESSLY INCORPORATING LEARNING

Flipped learning is an active, learner-centered approach that moves instruction from the group learning space to the individual learning space, allowing for dynamic, interactive instruction during valuable class time.

With students preparing and learning off-loaded content **before** class, effective learning techniques can be applied **during** class, which are reviewed and reinforced by the student **after**.

» Research shows this model promotes engagement in the classroom and improvement in student outcomes.

1

Before class: introduce the concepts to students by assigning them e-learning modules, videos, and peer-reviewed articles from online sources.

2

During class: instead of lecturing, become a facilitator of student debates, small group discussions, case-based learning, or other critical thinking activities.

3

After class: encourage students to review materials through assessments or projects.

There are endless possibilities for your flipped learning in-class activities. However, two relatively simple ones are **Poll Everywhere** and **Mindomo**.

Flipped Learning Tools

- » **Poll Everywhere (www.polleverywhere.com)** is a real-time audience response application that allows instructors to motivate and measure learning during class. Polls can be viewed on the Poll Everywhere website or embedded within a PowerPoint presentation and integrated with Canvas. UNMC has a campus license, so contact your IT department for more information.
- » **Mindomo (www.mindomo.com)** is a concept mapping software that integrates with Canvas for organizing and understanding ideas around a central topic. During class, students could brainstorm and collaborate to solve problems. Anticipate three hours of set up upon first use, but only 30 minutes for each session after.

Additional Resources

Flipped Learning Network (2019). Retrieved from <https://flippedlearning.org/>
Moffett, J. (2015). Twelve tips for “flipping” the classroom. *Medical Teacher*, 37(4), 331-336.
Sharma, N., Lau, C. S., Doherty, I., & Harbutt, D. (2015). How we flipped the medical classroom. *Medical Teacher*, 37(4), 327-330.



Visit **iLearn.unmc.edu**
for more information



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UNMC College of Allied Health Professions

TEACHING LEARNERS HOW TO LEARN

Information is useless to students without the proper tools to process and understand it.

Help students (and yourself) learn and retain any material using six proven learning strategies. Keep in mind, the strategies are interrelated and should be used in tandem.

DISTRIBUTED PRACTICE

Study in chunks instead of all at once

This requires planning ahead. Studies show that five hours of studying scheduled over two weeks is more effective than studying five hours in one session.

- » Students should make it a daily habit to review information from each course—though not immediately after.
- » After studying new information, students review older information using other learning strategies.

INTERWEAVING EFFECT

Study multiple ideas in one session instead of just one

Weaving multiple topics into one session reinforces comprehension of how concepts relate to one another. Students need to be aware of similarities and differences.

- » During each session, students should review the concepts in a different order to help identify new links.
- » They should not switch from one idea to another until the concept is fully understood.

ELABORATION METHOD

Describe concepts in a student's own words

Students ask themselves questions about each idea and use course materials to answer them. From there, they describe concepts and connections after reviewing.

- » Information is best remembered if it can be related to personal experiences.
- » The goal is to elaborate and explain each topic without using class materials.

CONCRETE EXAMPLES

Grasp abstract concept by using specific, concrete examples

Real-life examples anchor memory and retrieval. Learners who can draw from their own experiences or create their own examples will have stronger retention.

- » Using teacher-vetted examples is best—online sources may be questionable.
- » The process of teaching others reinforces learning. Encourage learners to discuss their learning material, inside and outside of class.

DUAL CODING

Use visuals and words for memory reinforcement

Visuals are a powerful tool for information recall. Enhance recall by practicing talking through systems, processes, and functions, then draw them.

- » Examples include diagrams, data charts, infographics, timelines, or cartoon strips.
- » While using the testing effect strategy, students can also draw everything they know about the material.

TESTING EFFECT

Practice retrieving information from memory

One of the best ways to assure long-term retention, including prepping for high-stakes exams, is recalling information from memory. This means putting away highlighted and underlined notes and flexing memory muscles.

- » Using digital and paper retrieval strategies, such as labeling diagrams, flashcards, or decision trees, helps solidify recall of important information.
- » If retrieval time is a concern, ramp up retrieval practice to solidify those pathways.

Based on a work at <http://www.learningscientists.org>.

Six Strategies for Effective Learning by Yana Weinstein, Megan Smith, & Oliver Caviglioli is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

Remaining Present Online

TIPS TO CONNECT WITH STUDENTS

Teacher presence in the online classroom isn't a luxury—it's a necessity. When learners feel your investment in them, they are willing to invest more of their time. By being present, engaged, and attentive, we build trust with our learners, which is the foundation for improved learning performance.

CONNECT with your online students using the following guidelines:

Opportunity Online learning does not mean one-way learning. It's an opportunity to engage students in a learning-delivery method that is convenient for some and necessary for others due to schedules and proximity. Just be sure the connections are meaningful to your learning objectives and not simply busy work.

Notice Pay attention to each student and personalize your messages and feedback. It takes less than 30 seconds to reach out to a learner. If you have 70 learners, that equates to only 35 minutes a week.

Continuous Communication The cornerstone of online presence is follow-up and follow-through. Reply to learner posts, comments, emails, and requests fully and promptly.

Additional Resource

Kennedy, M. (January/February 2019). Small Bites. *Chief Learning Officer*, 11.

CONNECT

Consistency Set weekly hours devoted solely to the online class. Tell your students your schedule and stick to it. If a schedule change is needed, notify your students with as much advance warning as possible.

Notes Giving and getting feedback is especially important in the virtual classroom. When providing feedback, remember the importance of providing helpful and specific suggestions for improvement.

Exchange While getting to know your students, allow them to get to know you. Not only are online communications from strangers impersonal, but they can also be damaging to the student's motivation.

Technology Technology might not be the answer to connecting with every learner. A face-to-face meeting, video call, or phone call might mean the world to some students.



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RUSSELL BUZALKO, PhD
UNMC College of Medicine

Waffling over wikis?

SIMPLE STEPS TO PUT WIKIS TO WORK FOR YOU

When effectively used in the classroom, wikis can be a valuable tool in helping students master higher order thinking skills, like creating and evaluating.

Wikis allow collaborative learning, where students construct their own content, edit that of their peers, and provide feedback to others. This helps build a sense of community, which is especially important for online courses where students can feel isolated.



Wiki is Hawaiian for "quick or fast." When used in the context of software, wiki is a website that allows users to easily contribute to or edit content – thereby allowing the site to grow rapidly and become more robust.

Here's how you can put wikis to work for you.

Write an assignment description

Include the requirements each student must follow when writing their wiki posts, as well as your expectations for feedback.

Create a page structure everyone must follow

Sharing this template with your students ensures content is consistent across the class, and it is easier for students to navigate through each one.

Encourage personalization

Allow students to personalize their wiki within the template by adding color and graphics. This allows students to be creative and maintain their (and the reader's) interest.

TIP

Check each Wiki to make sure proper permissions are set up, so students can make changes and additions to their wiki.

Allow commenting

Commenting lets students give classmates feedback and encouragement throughout the semester. They are an essential part of building a community and a way for students to make improvements in their work.

TIP

Comment on students' wikis. Your feedback is key to the instructor-student relationship in your class.



UNMC provides faculty with a wiki tool through Canvas. Simply create a page for each student and select "Teachers and students" under the "Options: Can edit this page role section." Then, students can comment directly within the wiki, utilizing a discussion board or an assignment with peer reviews.

Additional Resources

Covelli, B. J. (2017). Online discussion boards: The practice of building community for adult learners. *The Journal of Continuing Higher Education*, 65(2), 139-145. <https://www.tandfonline.com/doi/full/10.1080/07377363.2017.1274616?scroll=top&needAccess=true>
Pappas, C. (2013). How to use wiki in the classroom. *Asynchronous Learning*. Retrieved from <https://elearningindustry.com/how-to-use-wiki-in-the-classroom>.



RON SHOPE, PhD
UNMC Interprofessional Academy of Educators

ACCOMMODATIONS:

They do make a difference in supporting students



*Accommodation has become a hot topic in health science education. The requests for accommodation at UNMC have **quadrupled in the last 4 years.***

» 2 Key Questions to Ask Yourself

- 1 What are the technical standards for my program?
(Technical standards are expected to be unique to, or different, for each program.)
- 2 When were your program's technical standards last reviewed?

Common elements of technical standards include:

- » Observation (gathering and interpreting information)
- » Communication skills
- » Motor and physical skills
- » Intellectual-conceptual, integrative, quantitative, and cognitive abilities
- » Behavioral, social, and personal attributes
- » Flexibility and adaptability
- » Professionalism

These requirements may be achieved with or without reasonable accommodations. Candidates with disabilities are encouraged to contact disability services early in the application process to begin the confidential conversation about what accommodations they may need to meet these standards.

Additional Resource

Meeks, L.M. & Jain, N.R. (2018). *Accessibility, inclusion, and action in medical education: Lived experiences of learners and physicians with disabilities*. Washington DC: Association of American Medical Colleges

Hall, W.C., Elliott, M., & Cullen, J.P. (2019). Designated interpreters: A model to promote the diversity and including of deaf professionals in Academic Medicine. *Academic Medicine* 94(5), 697-700.

ACCOMMODATION SUCCESS STORY

More than two decades ago, Tim Cordes, MD, PhD, began his journey as a blind medical student, the third in the US. Despite a stellar academic and research resume (which set him up to be a highly sought-after candidate on paper), eight medical schools rejected his application. But one Midwestern school gave him a chance to reveal and hone his talents.

Now, Dr. Cordes is a highly respected and successful physician and faculty member at the University of Wisconsin Hospital.



- » Attitudes and perspectives have shifted considerably in the last twenty years and technology has improved tremendously. In this time, health science education has also acquired a great deal of wisdom regarding universal design in education and design thinking.



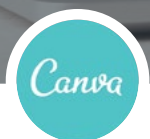
For help regarding accommodations, contact the student affairs leader in your college. Or, go online to **iLearn.unmc.edu** for more information.

KELLY SWOBODA, LMHP
UNMC Counseling & Student Development Center

Take Your Online Course from DRAB to FAB

Remember when your teacher decorated your classroom with inspiring elements? The same care is needed in the online environment. By adding eye-catching images, you can help provide memory anchors and background processing, right at the beginning of learning.

Here are two easy to use—and free—resources to create engaging design elements.



Canva

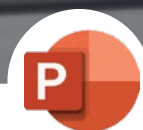
STEP 1: Set up your free account at canva.com or download the app to your smartphone, tablet, or desktop.

STEP 2: Select one of the pre-built templates as a background and simply edit with your own words. If you can't find a background image that suits your needs, import your own or use an open source picture.

STEP 3: Download your image as a .png file and store it with your other course materials. Then, import the image into Canvas and start using!

TIP

Canva is also a great tool to use for social media or digital abstracting.



PowerPoint

STEP 1: Go to the **DESIGN** tab in PowerPoint and select "custom size" under SLIDE SIZE. Select the size that works for your needs.

STEP 2: Insert a background photo from your personal collection or open access website. Under the INSERT tab in PowerPoint, you could also select shapes to design your image.

STEP 3: Download your image as a .png file and store it with your other course materials. Then, import the image into Canvas and start using!

TIP

Check out pixabay.com for free, open access photos and illustrations.



Templates can be great timesavers and provide an easy-to-navigate flow to your course material, but make sure to add variety to them. Overused elements can lead to boredom for students.



LINDA M. LOVE, EdD, MA
UNMC Office of Faculty Development



EMPATHY MAPPING

for Mindful, Effective Educators

Every educator has, at one point in time, been a student. However, the longer one teaches, the more difficult it is to remember what it was like to be unfamiliar with our subject matter.

Practicing empathy—the ability to understand and share the feelings of another—can help educators better understand their class, their students’ needs, and what drives student behaviors.

Overall, these insights can lead to greater learning experiences for students and a greater teaching experience for educators.

In addition, modeling this behavior for your students can serve as a learning tool, increasing their empathy for their future patients or students.

Additional Resources

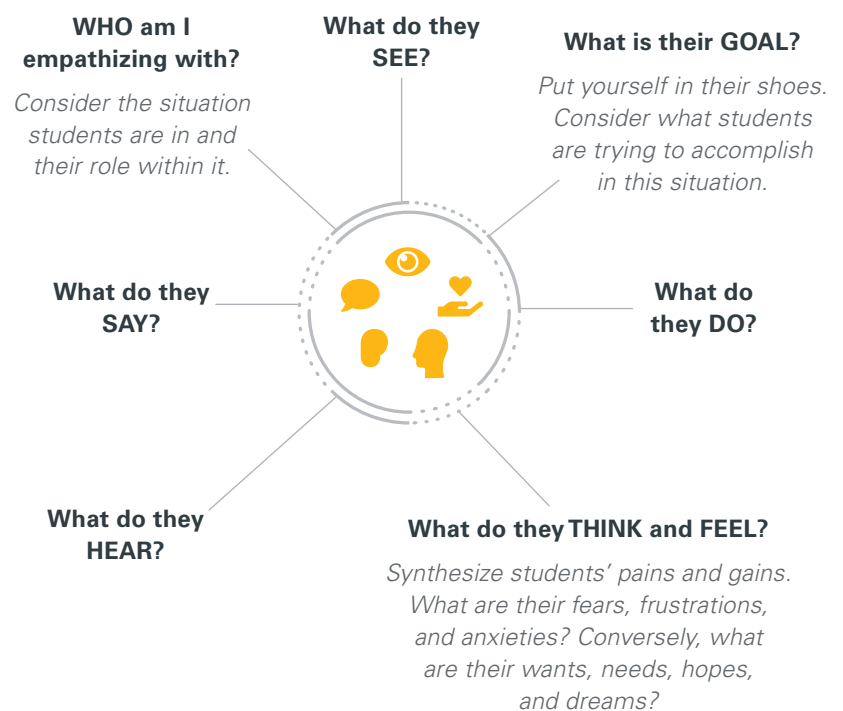
Gray, D. (2017). Empathy map. Gamestorming. Retrieved from <https://gamestorming.com/empathy-mapping/>

Siang, T., & Dam, R. Empathy map: Why and how to use it. Interaction Design Foundation. Retrieved from <https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it>

The Journey

One of the best exercises for embracing empathy is to create an empathy map.

Map your empathy journey by asking yourself:



UNDERSTANDING

Once you can answer these questions in full, you have reached the final destination of the empathy map: understanding. This understanding will help you alleviate your students’ pains and elevate their gains to promote more effective learning.



SUHASINI KOTCHERLAKOTA, PhD
UNMC College of Nursing

COMMUNICATING

in a high-speed world

**How we communicate
and build relationships
has drastically shifted in
recent years. Mobile device
users see no distinction
between the digital and
physical worlds, as 42% view
communicating virtually
(including social media) just
as, or more, meaningful than
communicating in-person.**

**Faculty must maximize all
the benefits of the digital
world while still maintaining
meaningful interactions
with an increasingly
busy audience.**

Statistic: Trends in Consumer Mobility Report, 2018

Personal Promotion: THE ART OF THE ELEVATOR PITCH

**How would you
explain your
career in one
minute or less?**

No matter your audience, having a well-crafted, memorized elevator pitch will grow your impact. Not only does sharing your role, goals, and skills help educate the community and your colleagues about the importance of your work, but it has personal and professional benefits, as well.

Teachers, scientists, and clinicians are used to publishing in long, jargon- and data-filled publications that begin with background and preliminary results and end with the research conclusions and key takeaways.

However, when communicating to the public, it's important to be brief (one minute or less) and keep the language simple and familiar.

Your pitch:

1 Flip the order—begin with the bottom line message

After briefly introducing yourself, define your “take home” message. Focus on one main idea and state it in just one or two sentences. Remember to personalize your message to your audience. As the context changes, so should your pitch.

2 Provide the story—explain the “So what?” or “But”

After succinctly introducing your message, create a sense of urgency by giving the “but.” What is it that needs to be done? What is the gap? Remember to address why it is relevant to your audience—not what it means to you—and include details that would spark their interest.

3 Conclude with “therefore”—summarize your actions

Finally, once you have established your topic and its importance, give your listener the “therefore” by addressing what you are doing to solve the problem or fill the gap. If appropriate, see if they would like to get involved.



JENNIFER LARSEN, MD
UNMC Vice Chancellor for Research

BREAKING POLARITY THINKING

Using the Polarity Map

The average adult makes 35,000 decisions every day, so it is vital to have a well-honed ability to decide between “yes/no,” “either/or,” and “when/where.”

But daily life is also filled with paradoxes—seemingly contradictory realities that need to co-exist. These are the “yes/and” tensions in life. It’s the successful navigation of these polarities that leads to big wins.

Common paradoxes that exist in academic medical centers are:

- » Individual competency / Team competency
- » Centralizing / Decentralizing
- » Uncharted innovation / Established processes
- » Change / Stability
- » Present / Future

Effective management means getting the best of both possible choices.

To reach better outcomes, capitalize on diverse ideas, create productive dialogue, and engage key stakeholders, use the **polarity mapping** tool.

Here’s how to use it:

1 Define the challenge or issue

2 Identify a key polarity

Make sure you are balancing a paradox—not just solving a problem. You will know it is a paradox if the issue is recurring, efforts at solution result in more problems, and both sides of the issue are critical for success.

3 Agree on pole names

Avoid charged language and bias. Names for poles should be value-neutral.

4 Write the pole names on the map

5 Brainstorm content for each quadrant

Aim for 4-8 points per positive and negative section of each pole.

6 Determine the higher purpose and greater fear

The higher purpose is the major benefit of managing the polarity well, and the greater fear is the major negative of managing the polarity poorly.



See examples of a completed map at **iLearn.unmc.edu**

Additional Resources

Johnson, B. (2014). *Polarity management: Identifying and managing unsolvable problems*. HRD Press.

Levknecht, L. (2013). Using ‘polarity thinking’ to achieve sustainable positive outcomes. Elsevier. Retrieved from <https://www.elsevier.com/connect/using-polarity-thinking-to-achieve-sustainable-positive-outcomes>

POLARITY MAP

Action Steps

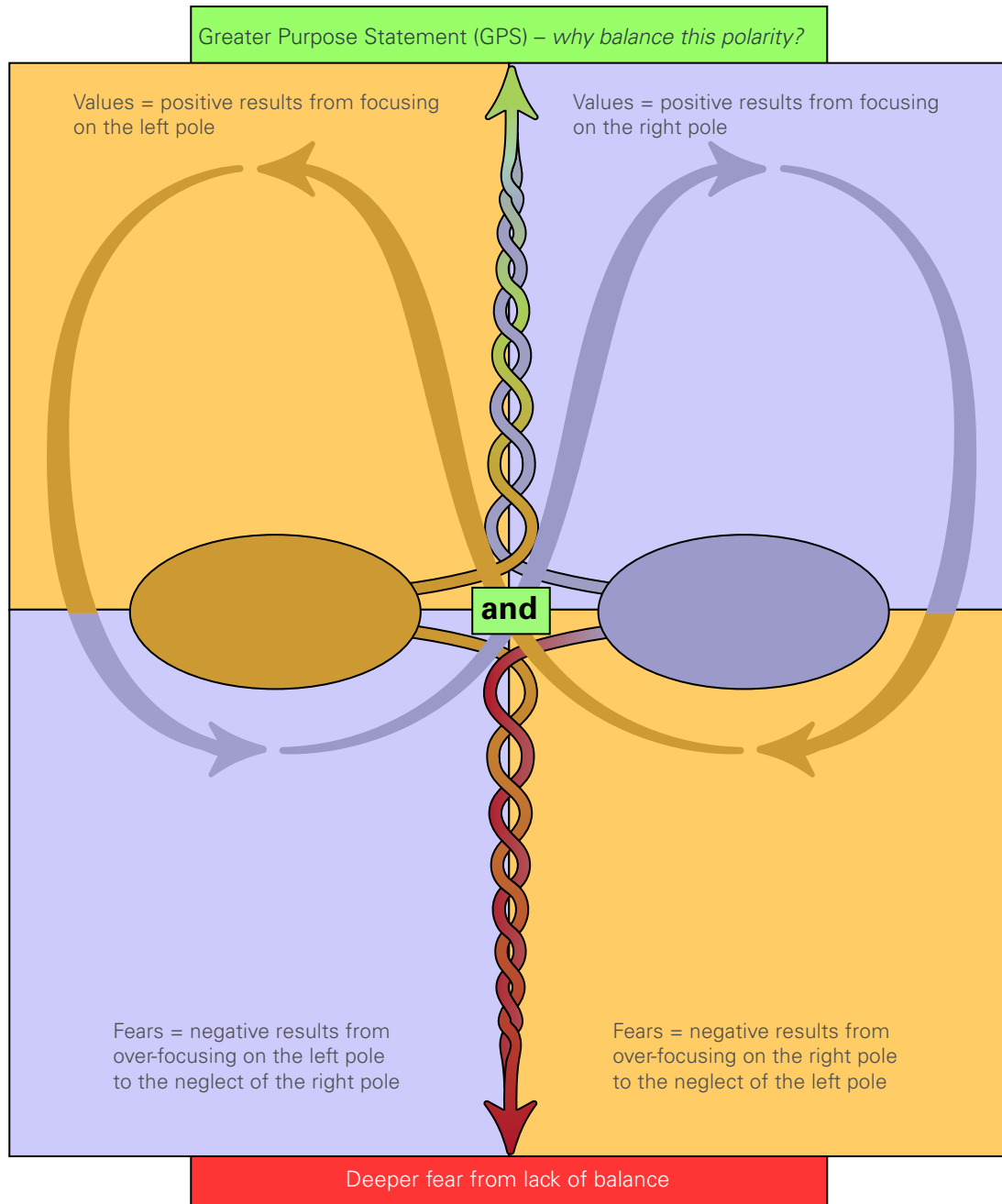
How will we gain or maintain the positive results from focusing on this left pole?

» *What? Who? By When? Measures?*

Action Steps

How will we gain or maintain the positive results from focusing on this right pole?

» *What? Who? By When? Measures?*



Map used with permission of Polarity Partnerships, LLC

Early Warnings

Measurable indicators (things you can count) that will let you know that you are getting into the downside of this left pole.

Early Warnings

Measurable indicators (things you can count) that will let you know that you are getting into the downside of this right pole.

MANAGING MULTIPLE GENERATIONS *in today's environment*

For the first time in human history, **there are four generations regularly interacting, making our workplaces and educational spaces** truly intergenerational.

Based on varied formative experiences, generational preferences, perspectives, and expectations may differ in the following ways:

	1900-1940 Traditionalists	1940-1960 Baby Boomers	1960-1980 Generation X	1980-2000 Millennials
<i>World events during formative years</i>	Aftermath of World Wars, Great Depression	Vietnam War, Cold War, Civil Rights Movement	End of Cold War, Recession	1990s Tech Boom, Y2K, Columbine
<i>Views toward authority</i>	Rules are meant to be followed	Rules are good until they conflict with needs	Rules should serve a purpose	Rules should make sense
<i>Who should lead?</i>	The most senior person	The most accomplished person	The person who can get the job done	The person who best contributes to the group
<i>Views toward work</i>	Work to live	Live to work	Work is a means to an end	Work provides fulfillment
<i>Work ethic</i>	Work hard, pay dues	Career determines identity	Need work/life balance	Seek to contribute and collaborate
<i>Motivating messages</i>	I value your experience	I value your accomplishments	Do the job how you want	You are part of a dynamic team
<i>Communication preferences</i>	In person	Phone	Email	Text/social media

In addition, remember these guidelines when managing generational differences:

- » People want to succeed, no matter their generation.
- » Be aware of how your generation may shape your own behaviors and views.
- » Before attributing behavior to a character flaw, consider it may be due to differing generational perspectives.
- » Be cautious of prejudice—there is more that makes up a person than the decade in which they were born.

Additional Resources

Stillman, D., & Stillman, J. (2017). *Gen Z @ work: How the next generation is transforming*. New York, NY: HarperCollins Publishers.
 Talmon, G. A., & Beck-Dallahan, G., Eds. (2017). *Mind the gap: Generational differences in medical education*. Syracuse, NY: Gegensatz Press.
 Generational Differences Chart retrieved from <http://www.wmfc.org/uploads/GenerationalDifferencesChart.pdf>



GEOFFREY TALMON, MD
UNMC College of Medicine

LEVERAGING SOCIAL MEDIA

Using a #VisualAbstract to Disseminate Research

Journal articles with a #VisualAbstract get up to 5X more exposure, and the full article is accessed at least twice as frequently.

#VisualAbstracts are often shared on social media to summarize research in a short, pictographic format. The goal is to highlight key findings and attract readers to access the full article.

Create your first #VisualAbstract with the following tutorial:

Balance creativity with conveying a clear, concise message

Focus on the end user

» *What do they want to know about your research?*

Establish a clear focus

» *Narrow the message down to key points*

Review other #VisualAbstracts for ideas



Plan



Design



Seek feedback and revise

Make sure to include:

- » A **title** summarizing the key question
- » A **summary** of outcomes
- » A **visual display** of outcomes
- » **Data**, using short, descriptive phrases, units, and comparison language

» **Author** and abbreviated **citation**

» **Journal** where published

» **Optional: Add images**

Do not use images without permissions or rights

TIP

Use software like Canva, Pixir, or PowerPoint to create your #VisualAbstract



Publish

Save as a JPEG image file and share! Be sure to link to the full article and tag authors, professional societies, or high impact users.

Additional Resources

Ibrahim, A. (2016). A primer on how to create a visual abstract. Retrieved from <https://www.surgeryredesign.com/resources>

Ibrahim, A. M., Lillemoe, K. D., Klingensmith, M. E., & Dimick, J. B. (2017). Visual abstracts to disseminate research on social media: A prospective, case-control crossover study. *Annals of Surgery*, 266(6), e46-e48.

Nikolian, V. C., & Ibrahim, A. M. (2017). What does the future hold for scientific journals? Visual abstracts and other tools for communicating research. *Clinics in Colon and Rectal Surgery*, 30(4), 252-258.



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Visit **iLearn.unmc.edu** for more information



POLITICS | 'pələ,tiks |

The art and science of governing a unit

The word “politics” gets a bad rap—but individuals with political skills manage stress and job demands better and have a greater impact on organizational outcomes.

You probably already hold more power than you think. Consider the following types of power:

Legitimate power: Your role has power embedded within, e.g., program chair.

Reward and coercive powers: You can assign positive or negative consequences to actions.

Referent power: You have likability and appeal personally or through your affiliations.

Expert power: Your skills and knowledge produce trust and respect.

Informational power: You possess knowledge others need or want.

Tips to Enhance Meeting Effectiveness

- 1 CHAIR**
Is the chair the most influential person in the meeting? When you are the chair, you keep the agenda moving, keep people on task, and get to decisions.
- 2 ATTENDANCE**
Is it mandatory or optional? What is the motivation for attending? If decisions that impact you are made at the meeting, make it a priority to attend.
- 3 AGENDA**
Create and distribute the agenda prior to the meeting and identify if items are for information, discussion, or decision. This allows participants to be prepared and engaged.
- 4 MINUTES**
Identify who has this responsibility. Beware of gender bias when assigning note takers. Then, distribute minutes within a timely manner to all the people who were invited, even those not in attendance.
- 5 TIME CONSIDERATIONS**
Evaluate whether the meeting is necessary or can be handled via email. Adhere to time limits set for agenda items. Start and end meetings on time to model consideration of others' time demands.
- 6 SET EXPECTATIONS**
Address rules for attendees, such as phone usage and sidebar conversations.
- 7 CONSIDER WHERE YOU SIT**
Where you choose to sit during a meeting sends a signal about your personal power and connections. For example, sitting in the middle can signal that you wish to observe.

Additional Resources

Cacciattolo, K. (2015). Organisational Politics: The Positive and Negative Sides. *European Scientific Journal*, 11, 121-129.
Jarrett, M. (2017). The 4 Types of Organizational Politics. *Harvard Business Review*. Retrieved from <https://hbr.org/2017/04/the-4-types-of-organizational-politics>



SHEILA ELLIS, MD
UNMC College of Medicine

Storytelling: The **HEARTBEAT** of a **PRESENTATION**

As an educator, you most likely cover large amounts of material through lectures. The problem is, facts are hard for people to relate to.

You can help students retain information by injecting **storytelling**, making your lectures **memorable**.

Starting a class with a story engages the students and keeps them interested when delving into the facts that support your learning objectives.

» What makes a great story?

Trust Keep it relevant—the audience must know there’s a reason for the story

Familiar or Novel Shocking statistics or quotes are easy to remember and effective

Relatability Help the audience put themselves in the story

Simplicity Don’t include every detail

Drama Let the plot develop

Meaning Allow the listener to determine impact

Immersion Pull listeners in with key hooks throughout

Find inspiration

The stories you tie into lectures can come from anything, including current events, history, and personal experiences.

Be conversational

Speak how you would to a friend. Although you don’t want to memorize your presentation word for word, you shouldn’t need to read from a script, either.

Use analogies

Hypothetical scenarios or metaphors can effectively demonstrate a concept’s real-world impact and illustrate complicated topics.

Evoke emotion

Discuss ways the story impacts you, them, or others. They may not remember intricate details, but they will remember how they were affected.



Visit **iLearn.unmc.edu** for more information



CHAD BRANECKI, MD
UNMC College of Medicine

Additional Resources

Branecki, C. E., Clarke, M. A., Haggard, F. L., Love, L. M., Schenarts, P. J., & Smith, M. (2018). Power presentations: Speaking so they remember you and your message. UNMC Faculty Development.
Stanton, A. (2012). The clues to a great story. TED. Retrieved from https://www.ted.com/talks/andrew_stanton_the_clues_to_a_great_story?language=en



DO's AND DON'Ts of Powerful PowerPoint Presentations

Studies show PowerPoints are still one of the best ways to structure lectures, help students organize ideas, and facilitate a deeper understanding of content. However, a **poorly done PowerPoint can reverse these benefits** by distracting students.



KEEP TEXT TO A MINIMUM

Your audience has to read slides and listen to you at the same time—which can lower retention. Help them by only using text to highlight and reinforce. For maximum impact, use a single powerful word or short phrase.

USE MORE VISUALS

Visuals are a powerful way to illustrate examples and emphasize facts. They tap into your audience's emotions, making points more impactful.

STICK TO ONE CORE MESSAGE

Packing too much information into your presentation distracts and confuses your audience, defeating the purpose of having slides.

FOCUS ON YOUR DELIVERY

You are the presentation, not the PowerPoint. Your voice, body language, and eyes impact how the information is perceived. A poised, natural delivery will complement learning.



FAYE HAGGAR, EdD
UNMC College of Medicine



INCLUDE COMPLETE SENTENCES OR FULL PARAGRAPHS

The number one thing that annoys audiences the most is speakers reading directly from their slides.

MAKE IT TOO COMPLICATED

One image per slide will be more memorable and appealing than many. Make sure your graphics are high quality and infographics are simple, clear, and concise.

HAVE MORE THAN ONE MAJOR TAKEAWAY PER SLIDE

Break up your bullet points into separate slides. Remember, slides are free, so use as many as you need—just keep your time in mind.

SKIP REHEARSAL

Although you don't need to have your presentation memorized, it's important to be familiar with the content, so your tone is confident and conversational.



Visit **iLearn.unmc.edu**
for more information

Additional Resources

Inoue-Smith, Y. (2015). College-based case studies in using PowerPoint effectively. *Cogent Education*, 3(1).
Reynolds, G. (2012). *Presentation zen: Simple ideas on presentation design and delivery*. Berkeley, CA: New Riders.

THE TEN COMMANDMENTS of Social Media (#SoMe)

1 Decide on your direction

Are you on social media for personal or professional reasons (or both)? What are your goals (e.g., to connect with thought leaders, to collaborate with colleagues, etc.)? What voice or expertise do you want people to know you for?

2 Clarify your credentials

Include credentials, affiliations, and core platform passions in your bio to increase chances of being noticed as a potential expert/thought leader in those areas. Journalists, collaborators, and individuals looking for speakers frequently contact experts based on social media profiles.

3 Contribute to the conversation

Passive benefits from being on social media include learning about new articles and hearing perspectives from thought leaders. But the potential benefits end there if you do not engage by liking, sharing, and commenting on topics—all of which establish your expertise in that subject.

4 Disagree with dignity

Don't be afraid to disagree, but do so respectfully, and wherever possible, try to do so with data to back up your assertions.

5 Content is king

Include photos, videos, and links to increase engagement and use hashtags to link your post to searchable content—all of which increase the likelihood of people engaging with the content.

6 Don't feed the trolls (or bots)

There are individuals who scour cyberspace for trigger words to spew hate and incite arguments. It's not worth the trouble. Ignore them.

7 Connect with contributors

Social media levels the playing field and overcomes the natural academic medicine hierarchy. Take the opportunity to tag or mention thought leaders from your areas of interest in your posts, and use direct messaging to ask questions and make connections.

8 Curate your circle

Include people who may not be in your specialty, institution, or even health care. Diversity of thought in your community of influencers enriches your personal contributions and may lead to unexpected collaborations.

9 Engage with a community

Regular chats/conversations (e.g., Twitter chats) can promote idea exchange and collaboration, and of course, give you another opportunity to connect with people you may never have met in person.

10 Mind your microphone

Think before you post. Everything on the internet can be found, even if you have deleted it. So, don't say anything on social media you would regret saying on a podium in front of a crowd of strangers (or your boss) or having as part of your reputation.



JASMINE RIVIERE MARCELIN, MD
UNMC College of Medicine



Visit iLearn.unmc.edu
for more information

Let Your Data Speak for Itself:

DATA VISUALIZATION TIPS FOR SUCCESS

No matter how great your big data is, it won't be as effective if no one can understand it. That's where data visualization comes in.

Data visualization is the graphical representation of information. It reduces large, complicated chunks of data into easily digestible visuals. Data visualization also allows you to comprehend information rapidly and easily find trends, patterns, and outliers. In addition, visualized data can hold audience interest longer, promote engagement and increase the retention of key concepts.



DESIGN FOR COMPREHENSION

Create a specific message you want to communicate. Then, align the data to your message and organize it logically.



ELIMINATE CLUTTER

Be succinct. Exclude redundant information, including excess text, borders, and gridlines. Avoid squeezing too much data in a small space.



IDENTIFY THE RIGHT VISUALS

Your message needs to pair well with your design, otherwise it can confuse readers. This may mean experimenting with different visuals before discovering the right one.



CONSIDER YOUR AUDIENCE

Your data should be relevant to your audience. Design your visuals with their goals in mind.



TELL A STORY

Your data is a story you are telling your audience. Include a beginning, middle, and end. Engage their emotions and make it relatable and memorable.

Additional Resources

Nussbaumer Knaflic, C. (2015) *Storytelling with data: A data visualization guide for business professionals*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Non-Designer's Guide to Creating Visually Captivating Presentations. [free eBook]. Visme.



A Cornell University study revealed that if a scientific claim is presented in pure words or numbers, 68% of people will believe it is accurate and truthful. But if you put a graph with the claim, the number jumps to 97%.



MARTINA A. CLARKE, PhD, MS
UNMC College of Medicine



Visit iLearn.unmc.edu
for more information

THE LATEST TEACHING INFORMATION

at Your Fingertips

One of the most rewarding and challenging aspects of teaching is keeping information up to date. Whether you're a motivated learner or need to locate just-in-time teaching strategies, everyone can benefit from staying on top of trends.

» For helpful tips and tutorials on popular database websites, go to the Guides and Tutorials section on unmc.edu/library.

Database Websites Search Alerts

Signing up for search alerts **delivers the results to you automatically**, meaning you always stay up to date and track keywords and phrases with minimum effort. It can also help you:

- » Find out who is citing you
- » Locate full-text journal articles
- » Look for something new and obscure

Some helpful websites include:

scholar.google.com Google Scholar allows you to search scholarly literature across many disciplines and sources.

scopus.com Scopus is an abstract and citation database of peer-reviewed literature.

pubmed.gov PubMed comprises more than 29 million citations for biomedical literature from MEDLINE, life science journals, and online books.

Twitter Searches

Search Twitter for hashtags and information trending in your topic area. Use:

- » Symplur healthcare hashtag directory (example: #MedEd)
- » Conference hashtags (example: #AAMC19)
- » UNMC campus hashtags (example: #unmcilead)

TIPS FOR SUCCESS

Placing quotes around the word phrase in the search box forces Google Scholar to search for the words side by side, in the order presented.

For information about the personalization features available in Scopus, go to scopus.com/help.

Access PubMed through the McGoogan Library's website. Doing so allows you to also access the library's full-text collection.



TERESA HARTMAN, MLS
UNMC McGoogan Library of Medicine

CONNECT ANYTIME, ANYWHERE

with WEB CONFERENCING

While nothing can replace an in-person conversation, web conferencing software (such as Zoom) can empower educators with the next best thing—web-based, real-time communication with anyone across the globe.

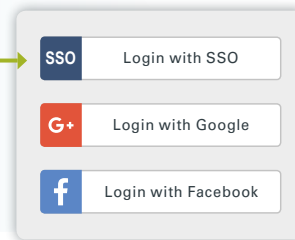
1 Sign Up

Visit **unmc.zoom.us** and click the “Create Account/Sign In” button.



Or, download the **Zoom app**. To sign up:

- » Click the button on the right called “Login with SSO.”
- » Enter your company domain (unmc).
- » Log in with your work email and password.



2 Schedule Your Meeting (3 Options)

WEBSITE

Visit **unmc.zoom.us/meeting** and sign in using your unmc email and password. After you save your meeting, you’ll see options to open an Outlook invite or copy the meeting information (which you can then post in Canvas).

DESKTOP APP

Open the Zoom app on your computer and log in via the Login with SSO button. After you enter your meeting information, click “Schedule” to create a calendar invite.

OUTLOOK

Open your calendar appointment and then click the Zoom button labeled “Schedule a Meeting.”



Go to the Video Services section on **info.unmc.edu/it** for information on Zoom, including the user guide and how to download the app and upgrade to Pro.

3 Host Your Meeting

Log in to Zoom and click the button to start your meeting.

As the meeting host, you can:

- » Mute participants
- » Record to the local PC
- » Create breakout rooms or add polls

Only hosts are allowed to close the meeting, although guests can leave anytime. Once your meeting is over, click “End Meeting.”

zoom

Benefits of Zoom

- » Connect with up to 300 people simultaneously, regardless of their location.
- » Audio conferencing is included. No separate teleconference is needed.
- » Computer screen sharing, chats, polling, and recording options are available.
- » It works on Windows, Mac, and mobile devices.



CAREER PERFORMANCE

for peak efficiency

**Burnout related to turnover
and reduced clinical hours will cost
an organization approximately
\$7,600 per physician
each year.**

**To counteract burnout and improve
overall well-being, it is imperative
health care professionals remain
engaged in their career development
and discover strategies to thrive in a
continually changing environment.**

Statistic: Annals of Internal Medicine, 2019

5

SIGNS You're on the Road to Experiencing the IMPOSTER PHENOMENON

High achievers radiate confidence. But lurking behind that self-assurance can be a feeling of inadequacy. Why? Because when you hold yourself to unrealistic or unsustainable standards, you leave yourself open to feeling like a fraud, or an imposter.

The first step to avoid feeling like an imposter is to recognize what behaviors trigger those feelings. If you answer "yes" to any of these questions, you may be on the road to experiencing the imposter phenomenon.

Everything must be perfect

Perfectionists set ridiculously high goals for themselves, which leads to self-doubt when not attained.

- » Do you feel less than 100% success is a failure?
- » Do you have difficulty delegating?

Work comes first

Workaholics are addicted to the validation they get from working, not necessarily the work itself. By pushing themselves to work harder, mental health and relationships suffer.

- » Have you sacrificed hobbies in favor of work?
- » Do you feel pressured to work longer to prove your worth to peers?

You have to be an expert at everything

While you need to be knowledgeable at your job, basing your confidence on how much you know or can do is unhealthy.

- » Do you portray you always know what you're doing, no matter the situation?
- » Does not having the answer leave you depressed?

You alone can do something

While the fast pace of health care requires independence, failing to ask for assistance just to prove how skillful you are is detrimental.

- » Do you need to accomplish everything on your own?
- » Is it difficult to ask for advice or constructive feedback?

You are naturally great

Natural geniuses believe they must get everything right on the first attempt. If they take too long to master a skill, they feel humiliated.

- » Do you avoid doing things you aren't great at?
- » Does your confidence suffer if something doesn't come easily?

» Imposter phenomenon can feel crippling, but mentorship and reflection can help you manage.

Additional Resources

Houseknecht, V. E., Roman, B., Stolfi, A., & Borges, N. J. (2019). A Longitudinal Assessment of Professional Identity, Wellness, Imposter Phenomenon, and Calling to Medicine Among Medical Students. *Medical Science Educator*, 1-5.

Young, V. (2011). *The secret thoughts of successful women: why capable people suffer from the impostor syndrome and how to thrive in spite of it*. Emeryville, CA: Crown Publishing.

Ramsey, E., & Brown, D. (2018). Feeling like a fraud: Helping students renegotiate their academic identities. *College & Undergraduate Libraries*, 25(1), 86-90.



STEVEN P. WENGEL, MD

UNMC Assistant Vice Chancellor for Campus Wellness

FIXED OR FLEXIBLE?

Taking Care of a Highly Successful Academic's Growth Mindset

In the academic health sciences, where “extraordinary” is an everyday expectation, a fixed mindset might be dominating our actions and priorities more than we think.

Because academics are high achievers with high stakes in their professional reputations, they may become over-reliant on previous successes and get stuck in a fixed mindset.

Paying attention to and activating a personal (or team) growth mindset can help health science educators bounce back and excel beyond the expected career disappointments, like rejected publications or bumpy teaching innovation rollouts.

In order to develop a growth mindset, we must first identify and weed out signs of a fixed mindset.

» Which column sounds more like you or your team?

Potential Plateau

Likes to look and feel smart

“I’ve been a professor since before you were born.”

Avoids challenges

“I am not changing a lecture that has always worked.”

Gives up easily

“I knew that wouldn’t go well.”

Effort is pointless

“I don’t have time to waste on this.”

Ignores negative feedback

“This generation of students is just plain lazy.”

Threatened by the success of others

“They just pander to their students.”



Unlimited Improvement

Likes to learn new things

“Reading about new learning science is fascinating.”

Embraces challenges

“I think I can make this better.”

Persists even with setbacks

“I need to tweak some things.”

Effort leads to mastery

“I am going to test another approach.”

Values constructive criticism

“I am going to ask some students for feedback.”

Inspired by others

“I wonder how [my colleague] would approach this.”

Additional Resources

Clark, A. M., & Sousa, B. J. (2018). Definitely unfinished: Why the growth mindset is vital for educators and academic workplaces. Stoffel, J. M., & Cain, J. (2018). Review of grit and resilience literature within health professions education. *American Journal of Pharmaceutical Education*, 82(2), 6150.

Keys for Providing **EFFECTIVE FEEDBACK**

Summative • Formative • Effective

Faculty are accustomed to giving **summative feedback** at the end of a course or project. This type of feedback is compared with a standard and is often high stakes. **Formative feedback**, on the other hand, is given throughout, and allows learners to adjust their thinking or behavior to improve their outcomes. Effective formative feedback engages learners, improves instruction, enhances learning, and produces better student outcomes.

When learners receive no feedback, it leaves them assuming either everything is fine or they are not doing well, sensing instructors are disinterested, and/or learning by trial and error.

» **All feedback needs to be constructive**, meaning it contains **helpful** and **specific** suggestions for positive change.

Follow a tried-and-true path for feedback (the Pendleton model is one approach)

- 1 **Learner self-assesses** what was done well
- 2 **Facilitator reinforces** what was done well
- 3 **Both discuss skills** used to achieve successful outcomes
- 4 **Learner self-assesses** what could have been done better, analyzes alternative skills
- 5 **Facilitator suggests** alternative skills if needed
- 6 **Learner gives feedback** to faculty

4 TIPS TO FOLLOW

- » Timing should be soon after the associated activity
- » Provide descriptive, relevant, objective, and specific feedback frequently
- » Avoid being judgmental, lecturing, asking close-ended questions, sugar coating, and not focusing on the learner
- » Follow up with an action plan

Opt for a more reflective conversation

- » **Set the stage** – “Do you have a minute for me to give you some feedback?”
- » **Self-assessment** – “How do you think it went?”
- » **Objective findings** – “I noticed...”
- » **Impact or concern** – “It caused...”
- » **Receiver’s view** – “What are your thoughts?”
- » **Actionable guidance** – “How would you do it next time?”



Visit **iLearn.unmc.edu**
for more information

These models incorporate **self-assessment** so students are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work. They can create new goals and identify strategies that improve understanding and plan next steps.

Additional Resources

Fluckiger, J., Tixier y Vigil, Y., Pasco, R., & Danielson, K. (2010). Formative feedback: Involving students as partners in assessment to enhance learning. *Journal of College Teaching*, 58(4), 136-140.

Pendleton, D., Schofield, T., Tate, P. et al. (1984). *The consultation: An approach to teaching and learning*. Oxford General Practice Series. Oxford, England: Oxford University Press.

Cantillon, P., & Sargeant, J. (2008) Teaching Rounds, Giving Feedback in clinical settings. *BMJ*, November 337, 7681.

McMillian, J.H., & Hearn, J. (2008) *Educational Horizons*, 87, 40-49.



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3 Tips for Effective PEER-TO-PEER FEEDBACK on Teaching

In addition to the standard best practices for providing feedback, there are other strategies you need to employ when giving feedback to peers that focuses on sharing teaching strategies and discussing ways to overcome challenges.

TIP 1

SET THE STAGE & DEFINE ROLES

Asking for and receiving feedback on teaching can be daunting. Your peer should be considered the “host,” and they are in charge of determining what specific teaching skills are evaluated and overall goals. Essentially, they set the parameters—such as wanting feedback on the pace of their lecture, engagement levels, ability to read students, etc.

Consider yourself the invited “observer,” which implies you will be impartial and nonjudgmental. Also, refer to any documents you fill out as a “worksheet” or “guide” to emphasize the formative nature of the feedback process.

TIP 2

FOCUS ON SKILLS & OBSERVATIONS, NOT THE PERSON

Highlight teaching skills or methods the host used effectively; this helps show what was memorable or compelling.

» *It was impressive how you were able to move the discussion from a focus on ABC to XYZ.*

Discuss the specific skills you were asked to observe. Use this as an opportunity to reinforce best teaching practices, brainstorm other approaches, and propose changes.

» *You asked me to watch how you kept students engaged. How do you feel it went? Have you considered doing ...*

TIP 3

SPEAK CAREFULLY

Use the **first-person** pronoun (“I”) when you are proposing changes to their teaching approaches; this helps to create a connection.

» *When my class is particularly large, I’ve had students give each other peer reviews of their assignments.*

Use the **second-person** pronoun (“you”) when giving praise or motivation to the host.

» *You asked excellent questions to see if the students understood...*

Use the **third-person** pronoun to propose new teaching approaches and show how it has worked for other experts.

» *Dr. Smith uses...*

Use the **first-person plural** pronoun (“we”) when discussing teaching challenges and to increase critical thinking.

» *It’s difficult to know what to do when we are confronted by an angry student.*

Not sure how to address less-than effective teaching behaviors? Try to take an “advocacy inquiry” approach:

I noticed most of today’s session was a lecture, and it was a little difficult to tell what students were absorbing. Just out of curiosity, why did you choose a didactic approach to teach the content?

» **Get more tips on giving feedback:**

12 tips for giving feedback effectively in the clinical environment (Medical Teacher, 2012)

12 tips for providing feedback to peers about their teaching (Medical Teacher, 2018)

Additional Resource

Newman, L., Roberts, D. H. & Frankl, S. E. (2018). Twelve tips for providing feedback to peers about their teaching. *Medical Teacher*. DOI: 10.1080/0142159X.2018.1521953
Ramani, S. & Krackov, S.K. (2012). Twelve tips for giving feedback effectively in the clinical environment. *Medical Teacher*. DOI: 10.3109/0142159X.2012.684916



Visit **iLearn.unmc.edu**
for more information

EDUCATOR COACHING GUIDE



FACULTY
DEVELOPMENT

This guide contains common coaching topics to help you (the teacher) focus and reflect on your goals and teaching practice. **This is only a guide and may be adapted to fit your needs.**

Complete the top portion, indicate the topics you want your coach to focus on while observing your teaching, and provide the guide to them prior to the actual observation.

Review Source: ☐ Educator/Academy ☐ Administrator ☐ 1-3 Year Review ☐ Self

Teacher: _____ Class Date/Time: _____

Class Location: _____ Approx. Number of Learners: _____

Class Title/Topic: _____

Brief Description: _____

OBSERVATION OF TEACHER

☐ PLAN FOR SCOPE OF LEARNING AND PREPARATION

Relevance of content, appropriate content and examples for student level, well-designed timing and structure

☐ CLARITY AND ORGANIZATION OF PRESENTATION MATERIALS

Intro to learning setting and objectives, linkages to other learning, effective use of slides, images and transitions

☐ DELIVERY QUALITY

Elements of style, delivery, pace, speech/voice, gestures, eye contact, mannerisms

☐ ENTHUSIASM, ENGAGEMENT STRATEGIES, AND MOTIVATION OF LEARNERS

Build rapport, asks compelling questions, actions to gain and hold attention at least every 15 minutes

☐ EVALUATION AND STUDENT-CENTERED SELF-ASSESSMENT

Clarity of expectations for class, explains how to study material, exams and exam prep, shapes critical thinking

OBSERVATION OF LEARNERS

☐ ATTENTIVENESS AND ENGAGEMENT

Learners were motivated and connected to teacher and content throughout session

☐ COMPREHENSION OF MATERIAL AND EXPECTATIONS

Learners were successful at following class information and structure

☐ CRITICAL THINKING

Learners were able to apply critical thinking while in the classroom setting and analyze learning gaps

☐ LEARNING ENVIRONMENT

Evidence that the environment and class design was conducive to learning

GENERAL COMMENTS AND SUMMARY

including recommendations and descriptive elements for improvement):

GET READY FOR REAL DIGITAL HEALTH SYSTEMS TRANSFORMATION

Change is here—and people are beginning to question if society is ready to cope with the impact technology is bringing to health care and the economy.

New technologies, rapidly proliferating in society and health care, are continuously disrupting established norms, systems, and practices, offering a ringside seat to the phenomenon of “disintermediation.” In the age of the internet, it is expected that this revolution will continue to multiply in impact, as smartphones, wearable tech, and high-speed access continue to amplify the needs for connectivity-enhanced workflow redesign.

With consumerism and available information on the rise in health care, patients are seeking care and services that correspond with their everyday lifestyle, constraints, and expectations. To contemporize solutions and systems, further research in understanding health care supply and process channels is necessary.



Antibiotics changed medicine as we know it—and experts have stated digital technology is disrupting the health care system with the same magnitude.

- » *With the intersection of data, devices, systems, and AI upon us, how do we best prepare the health care providers of the future?*
- » *How do remain highly skilled ourselves?*
- » *How do we retrain and reframe our thinking to be future-focused, rather than constricted by past processes?*

What is DISINTERMEDIATION?

Disintermediation is the removal of intermediaries from a supply chain, or cutting out the middlemen in connection with a transaction or a series of transactions.

» “Who,” “what,” or “when” does the “middleman” appear in health care systems, and is there a better way forward?



Traditional Health Care Model

- A patient with diabetes detects a need for medical care
- Patient drives to doctor, then waits to see them and for lab work (*could be a long wait*)
- Patient drives to pharmacy to pick up new prescription



Disintermediated Health Care Model

- Tech device alerts a patient with diabetes and their doctor to glycaemia change
- Doctor uses telemedicine to confirm the patient status
- Pharmacy delivers medication to home

Additional Resources

Alami, H. et al. (2017). Digital health and the challenge of health systems transformation. *mHealth*, (3)31. doi:10.21037/mhealth.2017.07.02

Rosenberg, L. (2012). Are healthcare leaders ready for the real revolution? *J Behav Health Serv Res* (39), 215-9. 10.1007/s11414-012-9285-z

Skiba, D. J. (2018). The invisible health care professional: Exploring the intersection of data, devices, and artificial intelligence. *Nursing Education Perspectives*, 39(4), 264-265.

JEFFREY P. GOLD, MD
UNMC Chancellor



HOW TO BE A SUPERMENTEE

Be strategic when choosing a mentor

Don't just pick someone. Find a person who will have time, who recognizes the importance mentoring plays in your development, and who ideally is not your immediate supervisor. Be sure you have informal mentors, too.



Additional Resources

Zerzan, J.T., Hess, R., Schur, E., Phillips, R.S., Rigotti N. (2009). Making the most of mentors: a guide for mentees. *Academic Medicine*, 84, 140-144.
Carey, E.C., Weissman, D.E. (2010). Understanding and finding mentorship: a review for junior faculty. *J Palliative Care*, 13, 1373-1379.
Chopra, V., Arora, V.M., Saint, S. (2018). Will you be my mentor? Four archetypes to help mentees succeed in academic medicine. *JAMA Int Med*, 178, 175-176.

Know your short-term (1-3 years) and long-term (5-10 years) goals

This will focus your needs and help the mentor understand where you are headed. Then, work on your goals with your mentor to finalize them into your current plan.



Define your mentoring relationship

In your first meeting, sign an agreement that defines frequency and length of meetings, opportunities for interactions between scheduled meetings, confidentiality, expectations, etc. Consider setting boundaries for meeting location or topics of discussion.



Prepare an agenda for each mentoring session

Sessions will be more focused and you will be respectful of your mentor's time. Deliver it to your mentor in advance of the meeting.



Maintain mentor-mentee trust

Failing to arrive for scheduled meetings, showing up late, discussing confidential mentoring interactions with others, and failing to follow-up on recommendations you receive break the trust you're trying to establish with your mentor. Also, be enthusiastic and honest.



Don't be afraid to shift mentors

There is no need to waste everyone's time. If you feel things are not going well or your relationship has run its course, let them know—but end on a positive note. Thank them for the time and ideas or the doors they have opened. Then, find a new mentor.



ROWEN K. ZETTERMAN, MD, MACP, MACG
UNMC Office of the Chancellor



Visit unmc.edu/mentoring
for more information

SURVIVAL TIPS *for a* **SUCCESSFUL CAREER TRANSITION**



You often step into unknown territory when you make a career transition.

Here are a few strategies to make the change faster and easier, and to help you take advantage of opportunities to grow.

LEAVE ON GOOD TERMS

Give your boss plenty of time to create a plan. Agree on what you will close out, and what will be handed off. Sometimes a clean break is appropriate, other times serving as a consultant is needed.

TAKE A BREAK BETWEEN JOBS

Decompressing physically and mentally before you start a new job can prevent a lot of stress. A new career often means a clean slate, so it is a valuable opportunity to assess your strengths and vulnerabilities, think how you might want to leverage your positive attributes, and find ways to compensate for your weaknesses.

ADAPT TO THE NEW CULTURE

You will enter a new organizational context, even if your move is lateral or within the same institution. Each team may have its own social behavioral norms and beliefs, which need to be respected. Ask questions to help you understand how things are done, listen carefully, and observe those around you.

UNDERSTAND EXPECTATIONS

Make sure you are aligned with what your new boss wants, but also those who may influence how you are evaluated. Expectations may change, so keep checking in.

LEARN ABOUT THE NEW AREA

Ask about onboarding and resources that will enable you to grow in your new role. Learn the historical perspective to understand why things are done the way they are, how change is managed, and how to avoid repeating past mistakes. Also, learn about the area's goals, opportunities and challenges.

AVOID PERSONNEL LANDMINES

It may take time to know whom you can trust and rely on for counsel and advice, who are the influencers, and who to watch out for. If your peers become your reports, they may have difficulty accepting you in your new role. It is important to stay impartial and not show any favoritism.

Additional Resource

Watkins, M.D. (2013). *The first 90 days: Proven strategies for getting up to speed faster and smarter*. Boston, MA: Harvard Business Review Press.



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WAYS YOUR BRAIN CAN STOP YOU

from Recruiting the Right Candidate

Whether or not you're aware of it, you make thousands of decisions every day—around 35,000, to be exact. In any given moment, our brains are bombarded with tons of information that must be quickly processed, informing our decisions, both big and small. So, to keep up and be efficient, our brains take mental shortcuts.

These decision-making hacks, which are often unconscious processes, are called cognitive biases.

Though our cognitive biases enable us to promptly assess situations, they can also lead to poor, sloppy decisions. This is especially true for recruiters, who are under pressure to find the ideal person for a position with little time to evaluate each applicant.

To best determine the strongest fit, keep these 7 cognitive biases in mind the next time you're making a recruitment decision:

- 1 Groupthink bias:** automatically going along with the majority view or the loudest voice in the room to avoid confrontation with or rejection from the group

How can you minimize it?

- » Pace decision-making with objective, critical questioning.
- » Decide on a standardized decision-making process before the meeting.

- 2 Entomologist bias:** eliminating emotions and other factors in favor of making judgments strictly on facts or what's presented on paper

How can you minimize it?

- » Inspect a candidate more broadly than their CV.
- » Examine how life experiences and worldview have affected their performance.

Additional Resources

Banaji, M. R., & Greenwald, A. G. (2016). *Blindspot: Hidden biases of good people*. New York: Bantam.
 Ross, H. J. (2016). *Everyday bias: Identifying and navigating unconscious judgments in our daily lives*. Rowman & Littlefield.
 Ross, H. J. (2018, April 10). Talk at Google: Everyday Bias. APB Speakers. Retrieved from <https://youtube/KVp9xCmDqPs>

- 3 Halo effect:** allowing one trait (such as a physical attractiveness, dress, or likability) to influence your overall judgment of the person

How can you minimize it?

- » Notice and compare scoring trends of candidates to uncover unconscious bias.
- » Review CVs blindly to provide an additional layer of objectivity.

- 4 Anchoring bias:** relying on an initial piece of information (such as evaluating candidates against the very first person interviewed), which serves as a marker for all who follow

How can you minimize it?

- » Be prepared with comprehensive data to override snap decisions.
- » Use a predetermined rubric for all interviews.

- 5 Confirmation bias:** favoring people, things, and ideas that confirm your beliefs

How can you minimize it?

- » Establish the practice of looking for holes in your own easily reached conclusions.
- » Heighten awareness of preformed decisions about candidates before they interview, such as where they went to school or even their names.

- 6 Projection bias:** assuming fellow interviewers have the same priorities or attitudes as you

How can you minimize it?

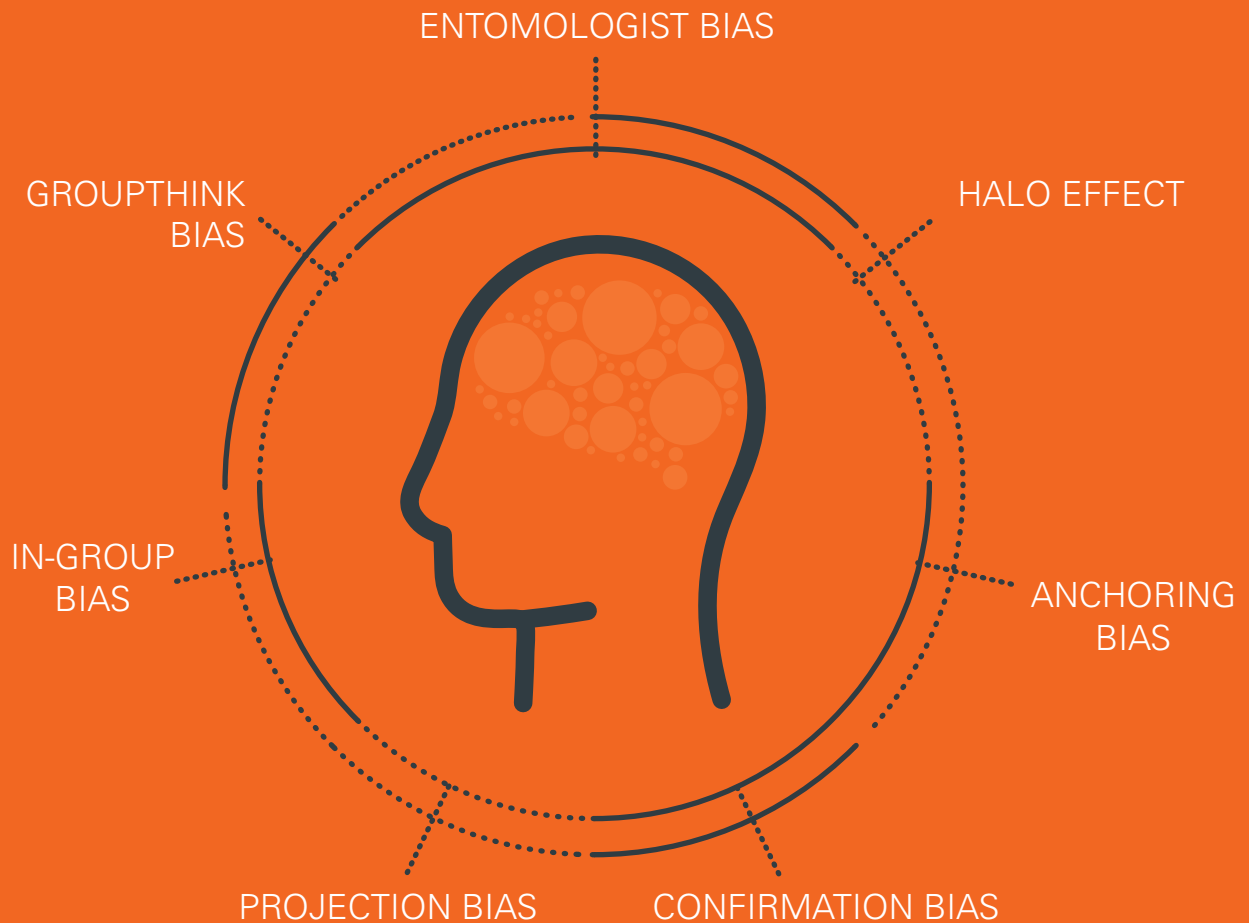
- » Engage the team with questions about candidates before stating your opinions to encourage discussion.
- » Prepare to back up your views with your rationale and be open to other views.
- » Check that the candidate meets the organization's goals—not just your own.

- 7 In-group bias:** preferring those who are most like you or belong to the same groups

How can you minimize it?

- » Social cohesion can be valuable, but pursuit of diversity can yield better results.
- » Think carefully about elements that resonate with you, or irritate you, and why.

Keep these 7 cognitive biases in mind the next time you're making a recruitment decision



Visit iLearn.unmc.edu for more information



You make thousands of decisions every day—around 35,000, to be exact.

HOW TO WRITE – and Stick with It

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Celebrate successes!

When a member of the group submits or has a publication accepted, be sure to acknowledge the accomplishment. This will also serve as motivation to keep meeting.

Finding time to write in an already over-scheduled calendar can feel impossible. Add to that the difficulty and loneliness of the writing process, and it can forever be pushed to the very bottom of the to-do list.

The solution—**writing groups**, a game changer for writing the pieces that will get you to the places you want to be in your career.

Writing groups are designed to **make writing a priority** in your schedule and to hold you accountable to your writing commitments in a collaborative environment. Here are five tips for making a writing group work for you:

» Building your group

Consider meeting once a week with two other members. Each week, one person will bring in writing, and the other two will serve as readers. A small number ensures everyone is important to the group's success, and feedback from two people is not overwhelming.

» Selecting your members

Select colleagues:

- » You trust to provide and accept constructive, honest feedback
- » Who are dedicated to the writing process and their fellow members
- » Who are committed to showing up prepared each week with a positive attitude

» Scheduling

At the beginning of each semester, pick a time that works for everyone and block off your calendars. Do not change the time or cancel the meeting for a more pressing commitment. If you can't meet in person, schedule a video meeting. Finally, determine the order you will go in, so you know who will be sharing and who will be reading each week.

» Rules for the writer

If it is your week to share your writing, you must have something—no skipping or trading places. The pages must be emailed to the others 48 hours in advance to allow time for review. Don't stress—if you keep it to roughly two pages, a two-day review time should be manageable for the group.

» Rules for the readers

Just as important as the writing process is the review process. Reading, reflecting, and providing honest feedback ensure a good discussion at the meeting and a better product for publication. It can also help you become a better writer yourself.

» Bonus: Bring Snacks

The best meetings have tasty treats!

Additional Resources

Curtis, C.P. (2011). The Rules of Writing Group. *The Chronicle of Higher Education*.
<https://www.chronicle.com/article/The-Rules-of-Writing-Group/126880>.
Gennaro, S. (2016). Why Write? *Journal of Nursing Scholarship*, 48(2), 117.

The **SMART** Way to Achieve **YOUR GOALS**

» There are four components to your success as an academic investigator, educator, or clinician:

1

Establish and manage your short-term (1-3 years) and long-term (5-10 years) goals.

2

Prioritize time every day to write by scheduling it into your calendar.

3

Find a mentor or coach to help you stay on track to achieving your goals.

4

Prepare for promotion and tenure from the first day of your faculty appointment.

Use goals to achieve success

Goal setting is often challenging and **may take several attempts** to establish. A mentor can help clarify a set of goals with you, although be sure to create an initial list to discuss in order to establish the framework and focus for your mentoring sessions.

When working on goals, be sure to capture them by writing them down. Goals can include personal as well as professional goals. To be the most effective, you need to meet “SMART” goal criteria.

S. M. A. R. T.

Specific

*What is to be accomplished?
Is it clearly defined?*

Measurable

How will attainment or success of the goal be measured?

Action-Oriented

Is the goal attainable? How will it prepare or change your future?

Realistic

Does it make sense, given your current circumstances and resources?

Timely

Is it appropriate to your needs and is there sufficient time available to reach the goal?



Visit unmc.edu/mentoring for more information

Additional Resources

Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70(11), 35-36.

There is no right or wrong answer to how many goals should be identified. However, “R” is for realistic and that is not only for each goal but for the total goals chosen.



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BUILD YOUR DREAM TEAM *by utilizing* TEAM SCIENCE



97% of employees and executives believe **lack of alignment within a team** impacts the outcome of a task or project.
(McKinsey Global Survey, 2017)

The success of a project hinges directly on the team of people creating it. In order to build a successful, cohesive team, follow these tips.

TIP:
Have a balance of personalities

Introverts tend to be more goal-focused and detail-oriented, which assists teams to stay on track. **Extroverts** typically have an easier time “reading” people and building relationships between team members.

While these different personalities have positive impact, they can also pose serious challenges to productivity. For example, a team comprised of too many introverts may have difficulty collaborating; while a team of mostly extroverts may have challenges staying on task. Having an equal balance of the two personalities ensures the team stays focused and communicates effectively.

TIP:
Utilize the benefits of diverse expertise

Interprofessional teams approach goals from different viewpoints, thus creating opportunities for innovation and out-of-the-box solutions. Additionally, effective teams need to have **task-related diversity** (e.g., members who have different technical competencies) to fill the various roles needed to successfully complete a project.

Research shows increased disciplinary diversity results in a greater number of publications and citations.

To find potential team members, utilize research networking systems, such as **Research Nebraska** (powered by Elsevier Pure). These tools allow you to identify collaborators, mentors, and expert reviewers based on research interests, publication history, grants, patents, and/or biographical data.

TIP:
Unite around a shared purpose

As the team moves through various stages of performance, they need to be united on several fronts:

- » Developing shared mission and goals, an awareness of each other’s strengths and weaknesses, and a commitment to an inclusive climate.
- » Creating a shared language (e.g., using lay terms rather than disciplinary jargon), a transactive memory system, and a team-oriented environment.
- » Implementing a shared understanding of how to do things (taskwork) and how to interact with each other (teamwork), engaging in effective conflict management, and being willing to reflect and learn.

Additional Resource

National Research Council 2015. Enhancing the Effectiveness of Team Science. Washington, DC: The National Academies Press. <https://doi.org/10.17226/19007>



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LEADING

without fear

Research suggests that leadership is 24% genetic and 76% a result of lessons learned through life experiences.

Reflection, self-assessment, feedback, continuous learning, deliberate practice, and authenticity are all factors that shape effective leaders.

Statistic: American Journal of Pharmaceutical Education, 2017

5 DYSFUNCTIONS OF A TEAM

and their smart solutions for busy leaders

DYSFUNCTION 1

Lack of Trust

Teams who demonstrate honesty and sincerity are unguarded in their interactions with one another. They are able to focus on patients and learners, not drama or politics.

- » **LEADERS:** Make it a regular practice to be vulnerable. Consider what stories illustrate a trusting culture and highlight them. Aim for team wins over personal gains.

DYSFUNCTION 2

Aversion to Conflict

Productive ideological conflict—where teams openly debate and disagree—allows for swift resolution and improved solutions, negating opportunities for interpersonal tension, back-channel politics, and poor idea generation.

- » **LEADERS:** Set the strategic tone that healthy, scholarly, and thoughtful debate ensures better outcomes. Encourage all voices to focus on ideas, not people. Be alert to artificial harmony.

DYSFUNCTION 3

Absence of Commitment

While a certain tolerance for ambiguity is necessary in a fast-paced health care environment, “paralysis from analysis” is not. To remain relevant and effective, committed teams make clear decisions for positive, enduring change.

- » **LEADERS:** Avoid focusing on making all team members “happy,” but recognize their thoughts and opinions. Design a plan that has the support and commitment of the team, and moderate fears for bold, risky, or uncharted paths.

DYSFUNCTION 4

Failure of Accountability

Work environments that foster a “go with the flow” culture make it difficult for teams to understand their standards, goals, and processes. Conversely, teams that value feedback and accountability establish shared benchmarks for success and understand each other’s roles and motivators.

- » **LEADERS:** Transparently define and clarify personal responsibilities, deadlines, and progress toward a shared vision. Encourage sharing constructive feedback, and recognize motivators within the team.

DYSFUNCTION 5

Distraction from Collective Goals

Self-preservation, ego, or personal goals can overshadow results. When attention shifts to personal interests instead of collective results, overall success and long-term trust among members suffers.

- » **LEADERS:** Set a precedence for team actions. Failure to prioritize the success and goals of a project communicates a clear message of acceptability for team members to act incongruent to collective goals.



BEING THE CEO OF YOU:

Building Your Own Personal Board of Directors

You most likely mentor students, but do you have a mentor for yourself? Research has shown **faculty who have mentors and coaches consistently outperform those who don't** because they can help identify blind spots on the journey to personal development and career growth.

Your personal board of directors (PBOD) is a collection of advisors that you assemble to help you think about, plan, and envision your career trajectory. They offer you practical knowledge and counsel you on effective and efficient strategies for career growth. Just like an institution's BOD, they can help you:

- » **Clarify** priorities and goals
- » **Identify** strengths, weaknesses, and opportunities
- » **Find** inspiration and support when you face challenges
- » **Hold** yourself accountable

Above all, every member of your PBOD must be committed to your development.

Who should be on your PBOD?

The most important consideration when forming your PBOD is who to invite on board.

The first step is to reflect and weigh your most pressing needs. Do you need a Chief Technical Officer? A Chief Wellness Expert? What about a Marketing and Branding Officer? Do you need a clarifier, connector, challenger, listener, or navigator? Be clear and focused about who you choose to invite and why.

TIP

Pay special attention to the diversity of your PBOD. Selecting those who think similarly to you may be risky or unproductive.

It is to your advantage to leverage your board's experience, suggestions, and ideas, and then to evaluate and take action on their recommendations.

Once your PBOD is formed, remember to continually monitor their impact on your career and refresh the members on an ongoing basis—**as you grow and evolve, so will your mentorship needs.**

Additional Resource

Greene, M. P. (2015). *Creative mentorship and career-building strategies how to build your virtual personal board of directors*. Oxford: Oxford University Press.



LINDA M. LOVE, EdD, MA

UNMC Office of Faculty Development
(certified strengths and executive coach)

EMBRACE FAILURE, *Ditch Perfectionism*

» Failure can be a good thing.

Burnout is shown to increase the risk of medical errors by 200%. This can not only impact your career, but also jeopardize the safety of patients.

One of the most pressing reasons burnout is rampant in health care is perfectionism and fear of failure. The truth is, no matter how talented you are, **perfection is unachievable and failure is inevitable**. Learning to fail forward and allow yourself a margin of error is crucial for growing, improving, and sharing your experiences with others.

TIP “Yet” is the key word (*I haven’t succeeded – yet*)

When you fail, document:

- » What you learned from failing
- » What you would do differently
- » What you will share with others
- » What you did well despite the situation



*It’s estimated that **80% of burnout** is related to organizational factors. That means you need to overcome outside stresses and focus on personal well-being.*

The Building Blocks for Failing Forward ENSURE FAILURES TURN INTO SUCCESSES

Nurture your support community

Who in your workplace can you share your failures with?

Thank them for their support.

Who in your workplace can you share your joy with?

Schedule a time to share coffee with them.

Remain engaged

What brings you joy at work? Try to incorporate more of those aspects into your work.

What drives your frustration? Analyze what tasks you could remove at work to add aspects that drive joy.

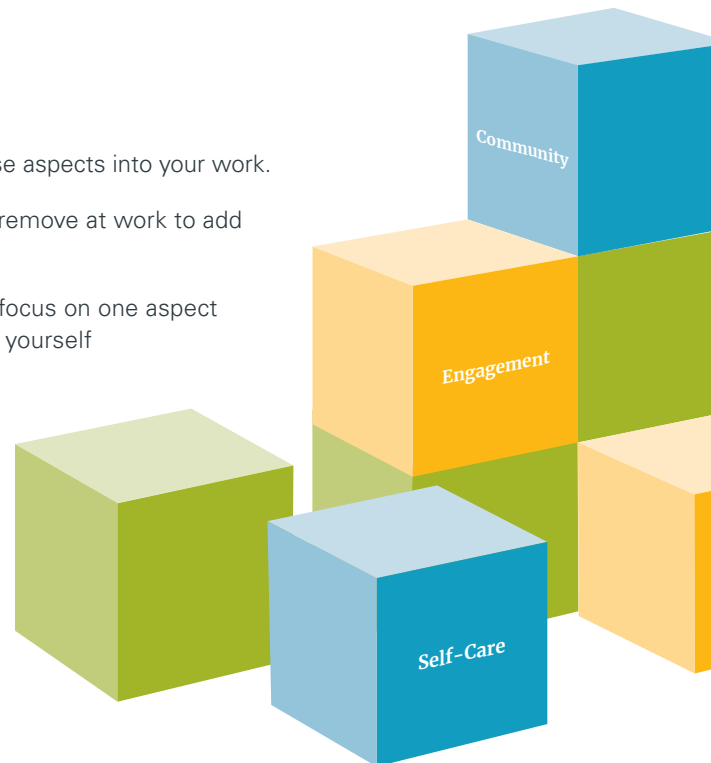
What are you thankful for right now? As you start your day, focus on one aspect of your work for which you are thankful. State this gratitude to yourself throughout the day.

Practice self-care

Where can you carve out 30 minutes in your day?

Think of three 30-minute openings in the next week when you can make time to self-reflect.

What activities relax you the most? Schedule your 30 minutes to walk, read, journal, rest, or exercise—whatever relaxes you. Turn off all electronic devices and distractions.



Additional Resource

Nankivil, N. (2019). Elevating the conversation: Ecology of well-being in the health professions [PowerPoint presentation]. Conducted at the University of Nebraska Medical Center, United States.



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The Davies' Doctrine:

LEADING BEYOND YOUR LEVEL OF CURRENT COMPETENCE

A More Optimistic Viewpoint

One of the realities of performing well in your current position is that you will likely be rewarded with a promotion. When taking on these new roles, be cognizant of the Davies' Doctrine, which is the concept of getting promoted to and leading beyond your "Level of Current Competence." This is analogous to, but more optimistic than, Peter's Principle (which focuses on reaching a level of incompetence).

From the Davies' Doctrine viewpoint, it is not accurate to believe you will be totally incompetent for any position to which you are promoted, but **you will likely develop partial areas of incompetence that need to be overcome.**

In academia, for example, being promoted to department chair may include responsibilities, such as the budget, for which you are not trained. You can overcome this by either negotiating for a business manager who has the fiscal training or by acquiring the skills yourself, perhaps through an MBA program or accounting classes.

According to Peter's Principle, everyone in a hierarchical organization gets successively promoted until they reach a level of incompetence, after which they will no longer get promoted.

For example, a car salesperson with great persuasion and communication skills gets rewarded for their success by being promoted to floor manager. However, this new role requires different skills that the salesperson is not fully competent in, making them unlikely for further promotion.

PETER'S PRINCIPLE (as viewed by Dr. Laurence Peter)

VS

DAVIES' DOCTRINE (as viewed by Dr. Dele Davies)

According to the Davies Doctrine, a person retains their existing skills, but will have partial areas of incompetence that need to be overcome before they can be promoted.

Therefore, the car salesperson would still have strong communication and persuasion skills, but they need to master other areas in which they are not yet competent, such as conflict resolution and scheduling.

Additional Resource

Peter, L. J. & Hull, R. (1969). *The Peter Principle*. New York, NY: HarperCollins Publishers.

TIPS TO EXCEL AND SHINE BRIGHTLY IN YOUR NEW ROLE

1

BE AWARE OF YOUR WEAKNESSES

Know the competencies needed for your new position. Your biggest risk is denying or having a blind spot to these areas of incompetence, in which case, you are destined to follow Peter's Principle.

2

DON'T LET FEAR HOLD YOU BACK

Do not let your concern about Peter's Principle stop you from moving to the next level. It's natural to have doubts and anxiety about the new challenges you will encounter. However, it doesn't mean you're the wrong person from the job, merely that you have areas to grow.

3

TAKE PROACTIVE MEASURES

Seek measures to rectify those for which you are incompetent. A few good questions to ask yourself include:

- » Where will I get reliable information about the array of skills needed for my new job?
- » How will I prioritize a learning plan that will prepare me for these skills?
- » Who can give me honest and constructive feedback about my current skills?
- » How will I navigate my own feelings of incompetence?



H. DELE DAVIES, MD, MS, MHCM
UNMC Senior Vice Chancellor for Academic Affairs

CHANGE HAS BECOME THE NEW NORM.

How can you make it easier for your team?

CHANGE

Hone your message and vision

Keep the message clear and consistent—from inception through implementation—and ensure leadership at all levels reinforces and supports the same vision.

Navigate the drama

Consider how a person's background may influence the way they react to change. Be patient and ensure opinions are heard. Stay positive—even in the face of setbacks—and others will follow your lead.

Enable action by removing obstacles

Instead of accepting existing silos, inefficient processes, and other barriers as normal, determine why they exist and how they can be overcome. Don't let "We tried that—it didn't work" hold you back; consider why and where things went wrong to avoid the same mistakes.

Communicate the what and the why

Explain the benefits as they pertain to your team. To create a shared vision that unifies everyone, give greater meaning and purpose to their actions by appealing to both their mind and emotions.

Avoid knee-jerk reactions

If you constantly deviate from your plan or are distracted by shiny objects, the change will never become permanent. While you need to be adaptive, you should also stay focused and follow through with decisions.

Generate big and small wins

Communicate short-term wins regularly and recognize individuals for their success. Showing visible progress keeps teams engaged and motivated, as well as ensures continued support from leadership.

Don't go the way of the BlackBerry

When the iPhone and other devices embraced a touch screen, BlackBerry stubbornly clung to a physical keyboard—and watched its success dwindle.

Additional Resources

Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco, CA: Jossey-Bass.
Kotter, J.P. (2018). *8 steps to accelerate change in your organization*. Available from <https://www.kotterinc.com/8-steps-process-for-leading-change/>



KARI SIMONSEN, MD
UNMC Office of Faculty Affairs

» To ensure you effectively lead through change, consider these questions:

- » How can I learn about my own responses to change?
- » How do individual styles influence how we perceive, weather, and embrace change?
- » How can I enhance my resilience?



FEAR OF FRAUD:

Mentoring Faculty, Residents, and Students with Imposter Syndrome

Imposter syndrome stems from strong feelings of self-doubt, including fear of being a failure or “fraud.” Members of the health sciences community are no exception.

In the long run, faculty, residents, and students impacted by imposter syndrome can experience stunted development and academic success.

To bring awareness to its prevalence and negate the consequences, mentoring a person with imposter syndrome should include the following:

ESTABLISH PREVALENCE

Let your mentee know that experiencing imposter syndrome and self-doubt are common—they are not alone in these feelings.

CELEBRATE ACHIEVEMENTS

Assist mentees in recognizing their accomplishments and the value of each one. It is one's feelings that lead to self-doubt—not their performance.

ENCOURAGE ACCEPTANCE

Remind mentees that each of us will have an occasional failure, but that doesn't make us a failure. Mistakes happen to everyone. Forgive yourself and try again.

PROMOTE POSITIVITY

Utilize self-reflection and mindfulness training focused on bringing awareness to the positives of the mentee's personal and professional activities.

MAKE IT PERSONAL

Share any personal feelings you may have about your own imposter syndrome. How have you dealt with your feelings? How have you overcome self-doubt?



70%

Approximately **70%** of people report experiencing imposter syndrome during their career.



ROWEN K. ZETTERMAN, MD, MACP, MACG
UNMC Office of the Chancellor

Additional Resources

LaDonna, K. A., Ginsburg, S., & Watling, C. (2018). Rising to the level of your incompetence: What physician's self-assessment of their performance reveals about the imposter syndrome in medicine. *Acad Med*, 93(5):763-768.
Persky, A. M. (2018). Intellectual self-doubt and how to get out of it. *Am J Pharm Ed*, 82(2):6990.
Sakulku, J., & Alexander, J. (2011). The imposter phenomenon. *Int J Behav Sci*, 6(1):75-97.

Powerful COACHING QUESTIONS EVERY LEADER SHOULD ASK

When you're coaching someone, it is often easy to slip into the same diagnostic questioning that is used when working with patients. However, **developmental coaching requires a different inquiry skill** that utilizes a series of open-ended questions to help clarify future actions and direction.

Coaching for AWARENESS	Coaching for GOAL SETTING	Coaching for PRACTICE	Coaching for ACTIVE REFLECTION
<ul style="list-style-type: none"> » Describes current reality, values, and beliefs » Assesses strengths and world view » Establishes gaps 	<ul style="list-style-type: none"> » Establishes short/long-term goals » Sets direction and accountability 	<ul style="list-style-type: none"> » Resolves gaps in knowledge or skill » Gathers information through trial and refining » Solicits and evaluates feedback 	<ul style="list-style-type: none"> » Analyzes what's working, what's not » Evaluates what potential still exists » Clarifies options
TYPES OF COACHING QUESTIONS			
<p><i>What does your intuition tell you about this situation?</i></p> <p><i>What is important to you in this situation?</i></p> <p><i>What opportunities does this issue present?</i></p> <p><i>What are known positives in this situation?</i></p>	<p><i>What options are most exciting to you?</i></p> <p><i>What has derailed you in the past?</i></p> <p><i>What is the worst thing that would happen if you did nothing?</i></p> <p><i>What would it take to get you unstuck?</i></p>	<p><i>What criteria can you use to make the best choice?</i></p> <p><i>What commitments can you make?</i></p> <p><i>How will you hold yourself accountable for this action plan?</i></p> <p><i>How do you see this from your chair's perspective?</i></p>	<p><i>What have you seen others do in similar situations?</i></p> <p><i>What are you doing (or not doing) that is a contributing factor?</i></p> <p><i>What do you need to say "yes" or "no" to?</i></p> <p><i>What assumptions are core to your thinking?</i></p>

Developmental coaching is NOT recommended for:

- » Remediation or disciplinary action
- » Crisis performance issues
- » Serious mental health conditions
- » Severe interpersonal issues
- » Unmotivated or unwilling individuals

Ask these questions to help develop your coaching approaches:

- » What are three ways I can coach my team? (skills, relationships, goals, etc.)
- » How can I strategically invest in coaching for my high potential faculty and staff?
- » How can I align coaching with strategic goals for the organization?

Additional Resources

Kramer, R. (2013). *Stealth coaching: Everyday conversations for extraordinary results*. Dog Ear Publishing, LLC.
 Schidlow, D. V., & Siders, C. T. (2014). Executive coaching in academic medicine—the net under the tightrope. *Physician leadership journal*, 1(2), 60-64.
 Thorn, P. M., & Raj, J. M. (2012). A culture of coaching: Achieving peak performance of individuals and teams in academic health centers. *Academic Medicine*, 87(11), 1482-1483.



Email facdev@unmc.edu for information on coaching.



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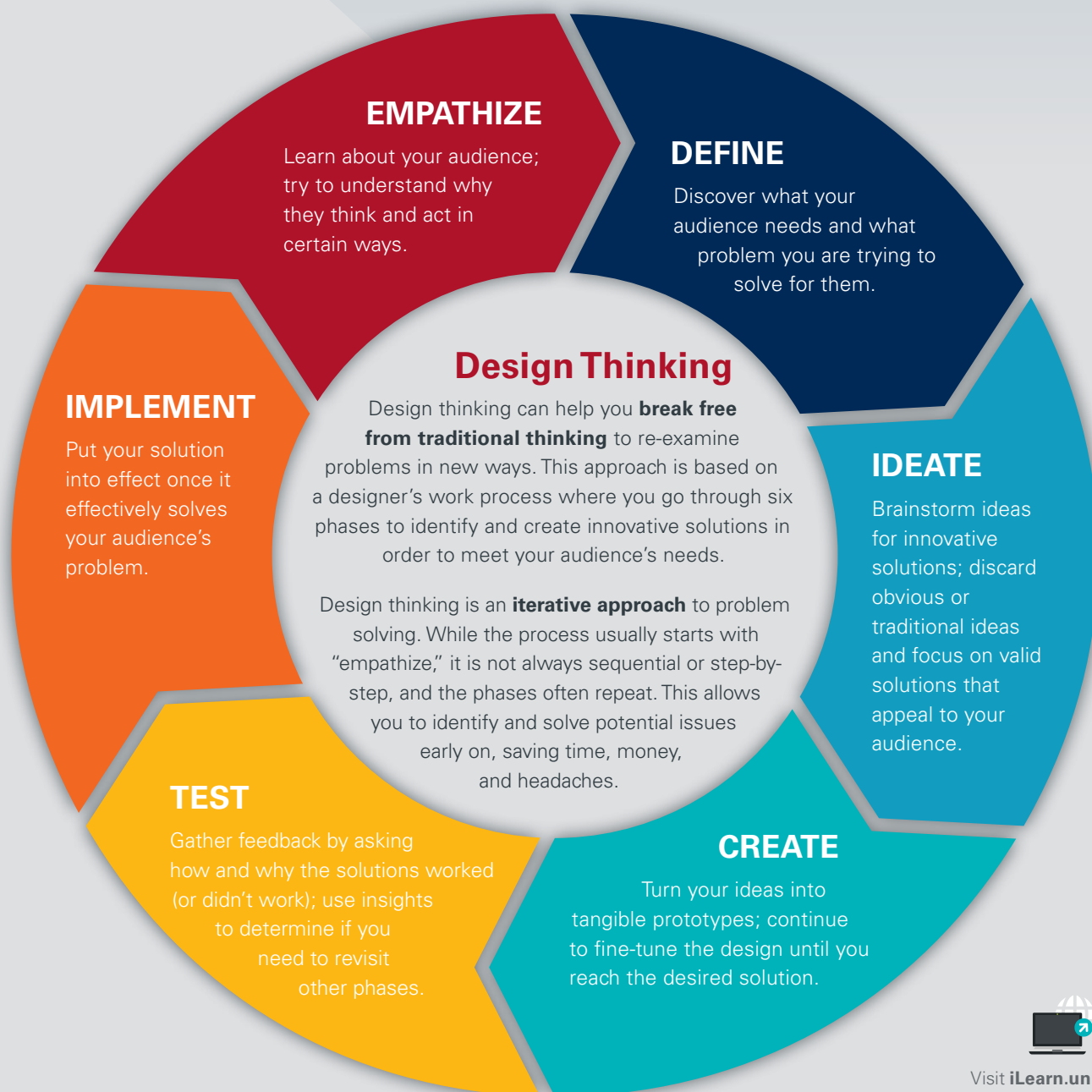


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HARNESS THE POWER of DESIGN THINKING

to Retool How You Solve Problems

Many of the changes and challenges facing modern day health care and its systems cannot be solved with strictly linear or analytical approaches. Health care professionals and leaders are required to exercise different kinds of thinking for better outcomes.



Visit iLearn.unmc.edu
for more information

Additional Resources

Liedtka, J. (2018). Why design thinking works. *Harvard Business Review*, 96(5), 72-79.

Lockwood, T., & Papke, E. (2017). *Innovation by Design: How Any Organization Can Leverage Design Thinking to Produce Change, Drive New Ideas, and Deliver Meaningful Solutions*. Red Wheel/Weiser.

van de Grift, T. C., & Kroeze, R. (2016). Design thinking as a tool for Interdisciplinary education in health care. *Academic Medicine*, 91(9), 1234-1238.



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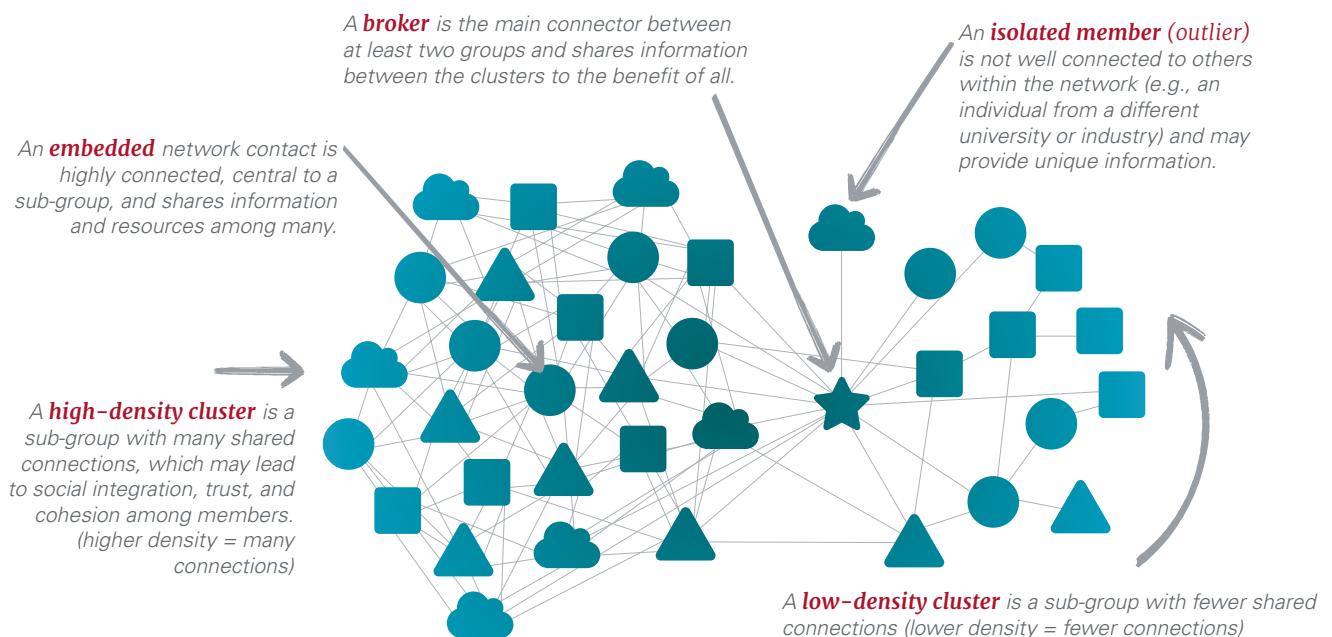
MAKE VALUABLE CONNECTIONS— *Don't Just Grow Your Network*

It's no wonder why "networking" is a buzzword. Your network **gives you social capital**, which lends you:

- » Access to resources
- » Social cohesion, including support and inclusion
- » Introduction by a network contact to someone new

Your network's size may not be as significant as its characteristics.

The variety of **shapes** indicates diversity in terms of professions represented (e.g. nursing, physical therapy, medicine, dentistry).



» Strategies for Further Network Analysis

Answer these questions to get the most out of your connections.

- » Does the structure of your network enable efficient sharing of information and resources?
- » Is there a strong network core that is sustainable over time?
- » How do changes in the network structure impact professional goals?
- » Is your network capable of growing more inclusive while sustaining collaboration?
- » Which network connections could be leveraged for more collaboration?

Additional Resources

Becker, B.J., Sayles, H., Woehler, M., Rost, T., & Willett, G.M. (2019). An investigation of professional networks and scholarly productivity of early career physical therapy faculty. *Journal of Physical Therapy Education*, 33(2), 94-102.

Hoppe, B., & Reinelt, C. (2010). Social Network Analysis and the Evaluation of Leadership Networks. *The Leadership Quarterly*, 21, 600-619.

Crossley, N., Bellotti, D., Edwards, G., Everett, M.G., Koskinen, J., & Tranmer, M. (2015). Social capital and small worlds: A Primer. *Social Network Analysis for Ego-Nets*. Thousand Oaks, CA: Sage.



BETSY J. BECKER, PT, DPT, PhD, CLT-LANA
UNMC College of Allied Health Professions



The Do's and Don'ts of **BEING A MENTOR**

WORST PRACTICES: THE DON'TS

✗ Mentor a direct report

Bosses are expected to mentor and coach their faculty and trainees; however, we all need someone we can go to if our problem is with our leadership.

✗ Say “here’s what I would do”

Allow mentees to find their own solutions to problems. Your role is to help them weigh their options and potential impacts, not to make decisions for them. Rather than giving ideas on how you would do something, ask your mentee how they think they should approach it.

✗ Be the “me” in mentoring

Mentoring is about the mentee. Humility on your part is crucial to building a trusting relationship. Hubris, or even pretending to know more than you do, often stands in the way of helping mentees with important issues. Also, do not be offended if the mentee does not follow your advice.

✗ Continue to mentor if it’s not working

Solicit feedback from your mentee and address any problems quickly. However, if things go awry, you do not have to continue mentoring them. Just be sure to celebrate what was worked on and agree to close the relationship amicably.

BEST PRACTICES: THE DO'S

✓ Be a trustworthy confidant

Your mentee needs to know you are a safe harbor for venting. Make it clear that conversations will not be shared with others. Be enthusiastic during meetings, and respond with compassion.

✓ Put context around your feedback

Instead of saying “good job,” offer specific examples such as, “You clearly articulated your point when you said ...” The same is true for providing negative feedback. Additionally, avoid saying “never” or “always” because they tend to make people defensive.

✓ Create—and stick to—a defined structure

Sign an agreement that clearly defines how often and where you will meet. Ensure you are accessible to your mentee and include guidelines for drop-in or impromptu sessions. Also, establish expectations regarding roles and outcomes.

✓ Act in their best interest

Protect your mentee from onerous departmental tasks and burdensome committees by speaking up with leadership. Additionally, introduce your mentee to opportunities that will expand their academic career locally and nationally.



Visit unmc.edu/mentoring for more information

ROWEN K. ZETTERMAN, MD, MACP, MACG
UNMC Office of the Chancellor

Additional Resources

Li, S., Malin, J.R., Hackman, D.G. (2018). Mentoring supports and mentoring across difference: Insights from mentees. *Mentoring and Tutoring: Partnership in Learning*, 26, 563-584.

Cho, C.S., Ramanan, R.A., Feldman, M.D. (2011). Defining the ideal qualities of mentorship: A qualitative analysis of the characteristics of outstanding mentors. *American Journal of Medicine*, 124, 453-458.

Chopra, V., Arora, V.M., Saint, S. (2018). Will you be my mentor? Four archetypes to help mentees succeed in academic medicine. *JAMA Int Med*, 178, 175-176.



At UNMC, only
3 out of 10 full
professors are
women.

Closing the Gender Gap

3 STRATEGIES TO PROMOTE GENDER EQUITY IN YOUR AREA

It's no secret that women in academia tend to be paid and promoted less frequently than their male counterparts. While this widespread issue needs to be addressed at the institutional level, **there are actions you can take to promote gender equity** in your area.

Rethink how you recruit

THE PROBLEM Applicant pools may not be diverse because the job posting does not appeal to women. Additionally, studies show both men and women prefer male candidates during the hiring process.

SOLUTION Reword job postings to use gender neutral wording. Additionally, have equal gender representation on search committees and have them all go through implicit (unconscious) bias training.

TIP Words like "competitive" make jobs less appealing to women, while words like "collaborative" appeal to women but not men. Instead, use "excellent" to appeal to both. If you would like to explore your own implicit biases, take a free test at implicit.harvard.edu.

Increase training on grant writing

PROBLEM Women tend to be judged more harshly on their grant applications. A study on NIH grants for first-time principal investigators revealed women grantees received \$40,000 less than male grantees. Further, male investigators in the Big Ten Universities receive more than double the funding as women.

SOLUTION Develop opportunities and workflows that increase gender equality when selecting internal grant awardees and allocating resources. Provide grant writing workshops to assist women faculty write powerful applications.

TIP Use the "Funding Institutional" tool on unmc.edu/vcr to locate female grant opportunities and filter by gender. The website also gives resources for grant writing.

Additional Resources

Ibrahim, H., Stadler, D.J., Archuleta, S. & Cofrancesco, J. (2018) Twelve tips to promote gender equity in international academic medicine. *Medical Teacher*, 40(9), 962-968, DOI: 10.1080/0142159X.2017.1388503

Flaherty, C. (2019). Smaller pots for women. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2019/03/06/new-study-nih-funding-says-women-get-smaller-grants-men>

Promote networking and mentoring opportunities

PROBLEM Women are more likely to feel isolated from peers and career advice, and have less access to female mentors.

SOLUTION Form women mentoring programs with a mix of senior-junior faculty mentoring and peer-to-peer mentoring. Host networking events (such as social gatherings, all-women panel discussions, P&T training, or book clubs) to engage women faculty.

TIP Contact FacultyAffairs@unmc.edu for more information about UNMC's women mentoring opportunities.



Stewart, A.J., & Valian, V. (2018). Recruiting diverse and excellent new faculty. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/advice/2018/07/19/advice-deans-department-heads-and-search-committees-recruiting-diverse-faculty>



KARI SIMONSEN, MD

UNMC Office of Faculty Affairs & UNMC Office of Equity

LEADING *with* YOUR STRENGTHS *for a Stronger Tomorrow*

People who use their strengths every day are 6x as likely to be engaged on the job. They also have higher job satisfaction and greater productivity.

ADDITIONAL TOOLS TO EXAMINE YOUR PEAK PERFORMANCE

- » Emergenetics
- » Leadership and Influence Style Indicators
- » EQ-i 2.0 Emotional Intelligence Assessment
- » 360 Feedback

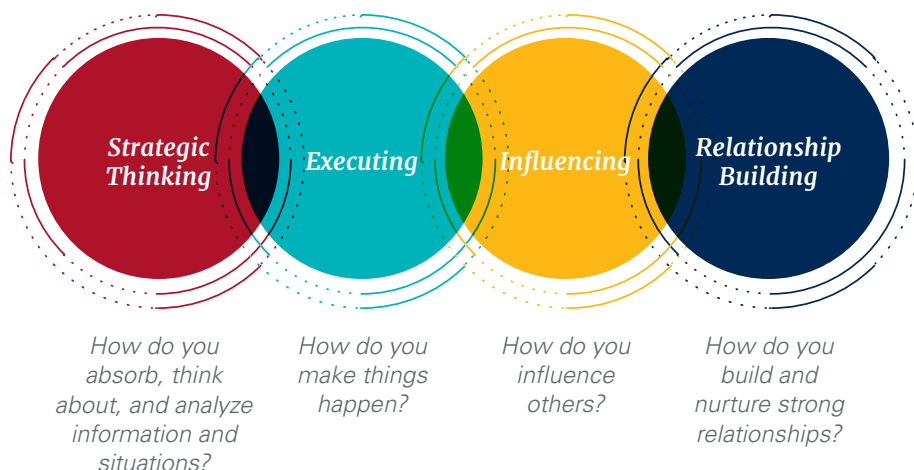


Email facdev@unmc.edu for information on coaching.

The best, most effective way to practice your leadership skills is to identify your strengths and look for ways to utilize them in your daily work.

One of the most common and accessible tools that helps employees examine their talents and offers a common strengths-focused language in the workplace is Gallup's CliftonStrengths assessment—formerly StrengthsFinder.

There are 34 CliftonStrengths sorted into four domains of strength, which help individuals, teams, and organizations consider the interplay of talents. The domains are:



Once you have identified your strengths and domains, **ask yourself the following questions** to gain valuable insight into your leadership style and effectiveness:

What are the unique advantages of my top 5 strengths?

What positive impact do my strengths have?

How do others view my strengths in action as a leader?

How can I maximize my strengths in my work each day?

When I'm feeling stuck or trapped at work, how can I use my strengths to improve the situation?



LINDA M. LOVE, EdD, MA
UNMC Office of Faculty Development
(certified strengths and executive coach)

Additional Resources

Logan, L. D. (2017). Leadership Strengths and the Future of Pharmacy. *American Journal of Pharmaceutical Education*, 81(8).
Rath, T., & Conchie, B. (2009). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

ABOUT

Faculty Development

Since the founding of Faculty Development in 1998, the number of faculty we serve has almost *tripled*—and their needs continue to grow as health science and education advance.

Looking far beyond tomorrow's world

The 20 years since the founding of the Office of Faculty Development have seen a paradigm shift not only in health care, but in how our faculty and students gain access to and assimilate information. For example:

- This rapid evolution means faculty who educate the next generation of health care professionals must prepare not only for the here and now—or even tomorrow—but far into the future, where the world is likely to be a vastly different place.**

Our programs, services, and resources are designed to inspire our diverse faculty as they embrace tomorrow's disruptive technologies and excel in the new world of health science education.



OUR STORY

The Office of Faculty Development officially began in 1998 under the leadership of **Myrna Newland, MD**, and **Jim Newland, MD**.



“Our goal was to provide all faculty with development resources to improve the quality of instruction and ensure meaningful and productive careers.”

– Dr. Myrna Newland

While educational instruction and the role of faculty has progressed and grown, Faculty Development has been—and remains—committed to innovative scholarly discussions with dedicated educators.



“One of our biggest challenges was to develop programs with fresh ideas in education methodology, and then instruct faculty using those same methods and simultaneously demonstrate how it could be done.”

– Dr. Jim Newland

Developing fresh solutions to everyday problems and then demonstrating them in action remains a primary driver.



FACULTY DEVELOPMENT TEAM

Linda M. Love, EdD, MA
Director

Kelly M. Robertson
Program Coordinator

When Dr. Myrna Newland stepped down after leading Faculty Development for 15 years, **Howard Liu, MD**, was appointed into the role. Alongside passionate faculty and staff from all colleges and institutes, Dr. Liu was a driving force behind several milestones, including the launch of the E-Learning Program, the Interprofessional Academy of Educators, and a faculty coaching initiative.

Then, in 2018, **Linda M. Love, EdD**, was chosen as the new director to challenge faculty to rethink modern-day teaching and leadership approaches. Under her guidance, Faculty Development has continued to advance a culture of coaching, develop innovative approaches to campus-wide training, and address tough problems (such as microaggressions and unconscious bias).

That same year, the Office of Faculty Affairs was created to help unite the efforts of Faculty Development, Interprofessional Academy of Educators, Faculty Mentoring, Equity Office, and Interprofessional Education. Together, the areas work to support the ongoing development of faculty and advancement of scholarly activities.



CAMPUS-WIDE IMPACT

(OVER THE LAST FIVE YEARS)

The UNMC Office of Faculty Development partners with areas across campus to provide development opportunities to faculty in both the live and virtual environments.

409

**UNMC educators
spotlighted**

as keynote presenters, and over 50 regional and national speakers hosted

7,096

individuals registered

to attend events hosted or co-hosted by Faculty Development

**Produced a suite of
360° feedback tools**

for individuals and units seeking more in-depth development feedback
(created in collaboration with Faculty Affairs)

233

iLEAD graduates,

with an additional 33 individuals starting their leadership journey in Fall 2019

7,143

**page views of the
iLearn Online portal,**

an internal library of asynchronous learning opportunities and resources

**Advanced Individuals
at All Levels**

with training provided for those in all career stages

Instructor	9%
Assistant Professor	46%
Associate Professor	19%
Professor	12%
Staff	12%
Other	2%



Note: "Other" denotes additional NU faculty, staff, or other stakeholders.

118

Diverse Development Opportunities

with the top three topic categories including:

1. Leadership
2. Teaching
3. Career Performance

TOP 5

Attended Events

for in-person and webinar learning experiences

1. Premier Education Events
2. Exploration in Education: Apple Initiative Showcase
3. An Inside Look at Getting Published
4. Lessons from a Lecture-less Classroom
5. Career Flexibility

Impacted All Areas Across Nebraska

with registrants from all five UNMC campuses

College of Allied Health Professions	15%
College of Dentistry	2%
College of Medicine	46%
College of Nursing	13%
College of Pharmacy	3%
College of Public Health	7%
Institutes	3%
Nebraska Medicine	2%
Other	9%

NATIONWIDE IMPACT

(OVER THE LAST FIVE YEARS)

Through collaborations with educators across the US and Canada, the Office of Faculty Development continues to advance UNMC as a national and global leader in faculty development.

100+

presentations

made at national/external events

Led a national coaching community of practice

with **80 members** from **45 organizations** across the US and Canada

Led a retirement and succession planning learning community

for faculty that included **20 institutions** across the nation

16,060

page views on the ConnectED open-access educational portal,

posts were seen by individuals from **90 distinct countries**

SPECIAL THANKS

Establishing ourselves as a premier educational institution is not a feat that will be accomplished by one person, department, or college alone. Instead, it requires all areas to work as one team, with one purpose—the pursuit of excellence.

UNMC's exceptional leaders position us to be a vibrant and vital learning organization—and the Office of Faculty Development is honored to have their ongoing support.

» **Do you have expertise to share?**
Email facdev@unmc.edu to learn how you can contribute to our learning community.

Faculty Development wishes to thank our **local partners** who work diligently to provide opportunities for growth for UNMC faculty:

- » Alumni Relations
- » E-Learning Program
- » Human Resources
- » Interprofessional Academy of Educators
- » Interprofessional Education
- » IT Academic Technologies
- » McGoogan Library of Medicine
- » Mentoring Program
- » Nebraska Medicine Office of Health Professions Education
- » Office of Academic Affairs
- » Office of the Chancellor
- » Office of Continuing Education
- » Office of Equity
- » Office of Faculty Affairs
- » Office of Research
- » Public Relations
- » UNO Center for Faculty Excellence
- » UNO WiSTEM Pro^2



The talent in our faculty community is evident

The Thrive collection is possible because of our **article contributors**, who are dedicated in sharing their expertise with the UNMC community.

Faculty Development would like to express our appreciation to the **Career Development and Engagement Committee**, who led the planning of the book, and our **interprofessional peer-reviewers** for their time and insights regarding the content provided in the Thrive collection:

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» Additional Just-in-Time Learning Opportunities

iLearn.unmc.edu

iLearn Online is a UNMC internal library of self-directed learning opportunities and resources. Featuring presentations and materials by local and national experts, the learning is designed to support your professional development.

ConnectED.unmc.edu

ConnectED is an open-access educational portal available to individuals across the nation and the world. It is created by educators for educators and features content to help you find educational resources, boost your teaching skills, or discover new ways to advance your career.



**LEARNING ANYTIME,
ANYWHERE YOU CHOOSE**

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THE **RIPPLE EFFECT** OF INNOVATION

